REPORT RESUMES

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ONE HUNDRED SELECTED PROJECTS, TITLE I ESEA.

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THIS COMPILATION IS A SELECTION OF OUTSTANDING PROJECTS PLANNED AND INSTITUTED BY LOCAL SCHOOL DISTRICTS IN NEW YORK STATE DURING THE 1965-66 SCHOOL YEAR ARE GROUPED BY THEIR DISTINCTIVE FOCUS OR MAJOR SUBJECT AREA. SOME PROJECTS PROVIDED INSTRUCTION IN SUCH AREAS AS ART AND READING, WHILE OTHERS OFFERED SERVICES. SOME PROGRAMS WERE DESIGNED FOR SPECIFIC GROUPS OF STUDENTS (E.G., ELEMENTARY, SECONDARY, HANDICAPPED) OR WERE CONCERNED WITH IMPROVING TEACHING PERSONNEL (E.G., INSERVICE, TEACHER AIDES). A FEW WERE JOINT PROJECTS, THOSE IN WHICH SEVERAL CONTIGUOUS SCHOOL DISTRICTS OR WHOLE SUPERVISORY DISTRICTS COOPERATED. OTHER PROJECTS WERE COMPREHENSIVE AND PROVIDED VARIED SERVICES. THERE WERE TWO TYPES OF VOCATIONAL PROGRAMS--OCCUPATIONAL (TEACHES VOCATIONAL SKILLS) AND WORK-STUDY (PROVIDES PART-TIME EMPLOYMENT WHICH IS COORDINATED WITH COURSE WORK). THERE WERE ALSO SUMMER PROGRAMS WHICH PROVIDED INSTRUCTION IN VARIOUS SUBJECT AREAS. IT IS NOTED THAT EACH SCHOOL DISTRICT REPRESENTED HAS MADE PROVISIONS FOR EXTENDING SERVICES ON A COMPARABLE BASIS TO EDUCATIONALLY DISADVANTAGED CHILDREN ENROLLED IN NONPUBLIC SCHOOLS. ESTIMATED COSTS OF THE PROJECTS ARE GIVEN. THIS DOCUMENT IS ALSO AVAILABLE FROM THE UNIVERSITY OF THE STATE OF NEW YORK, OFFICE OF TITLE I, ESEA, ALBANY, NEW YORK. (AF)

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Selected Projects

FOREWORD

The projects described in the following compilation represent a selection of outstanding programs planned and instituted by local school districts in New York State during the 1965-1966 school year to assist educationally disadvantaged children and youth. These *One Hundred Selected Projects* were made possible by the application of funds provided through the federal legislation known as Title I of the Elementary and Secondary Education Act of 1965.

The kinds and varieties of programs offered, as evidenced in these summaries, indicate that a great deal of effort was expended in planning and instituting projects. Because 1965-66 was the first year of Title I and the primary implementation of the legislation occurred after the school year had begun, many districts were handicapped through lack of time in the development and implementation of constructive approaches to meet the needs of disadvantaged children. Many of the projects were recycled for the ensuing year. Many of them provided an incentive for school districts to enhance their school programs using local funds in addition to federal support.

This publication has been prepared by the Office of Title I, ESEA as a guide for school districts in the planning of programs for the education of disadvantaged children. The reports are grouped generally according to major program areas. John House of the Title I, ESEA Office had the major responsibility for the preparation of the pamphlet, with the assistance of Donald White under the general direction of Dr. Irving Ratchick, Coordinator of Title I, ESEA. Additional copies of the publication are available upon request from the Office of Title I, ESEA.

Walter Crewson

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INTRODUCTION

The reports on Title I projects included herein are grouped according to the general categories listed in the Table of Contents. These categories represent the major subject area with which each project was concerned.

Some of the categories cover instructional areas, such as art and reading. Some are services, such as pupil personnel. Still others represent programs designed for specific groups of students, such as elementary, secondary and handicapped. In-service, learning specialists and teacher aides refer to improvement of teaching personnel.

Joint projects were those in which several contiguous school districts or whole supervisory districts cooperated. Multi-phase projects were so comprehensive in providing varied services that it was not possible to assign them to a specific category.

Two different types of vocational programs are covered by occupational and work-study projects. Occupational programs concentrated on the teaching of vocational skills. Work-study programs included provisions for part-time employment coordinated with course work.

Although many of the projects described were conducted during the summer months, those that concentrated on a specific program area are included in that particular category. Of the five projects used as examples of summer programs, two represent multi-phase programs and three cover summer camp experiences.

Each school district represented has made provisions for extending services on a comparable basis to those educationally disadvantaged children enrolled in non-public schools.

AN ART PROGRAM FOR GRADES K - 6

Estimated Cost - $6,759.00

An art project for the economically-deprived pupils in the Alfred-Almond Central School District has provided an opportunity for self-expression and an outlet for accomplishment under the guidance of an elementary art teacher who complements the regular classroom teachers. The district has 118 disadvantaged pupils in grades K-6, who now have been exposed to outlets that more fortunate children have previously experienced and that are more or less taken for granted in the average home.

The extension of a long-established high school art program into the elementary grades has provided these deprived pupils with such experiences. By providing a school-length art course, the district hopes that there will be fewer dropouts and that pupils who are involved in the program may eventually find gainful employment in this field.

The new full-time elementary art teacher and the classroom teachers combined their efforts to prepare a well-rounded and purposeful program. It has included instruction in the use of various media - paints, crayons, watercolor, chalk, charcoal and clay. To develop a background of art appreciation, reproductions, filmstrips and films have been employed. The correlation of art and other subject-matter fields has provided another aid to teaching essential learning concepts.

Pupil achievement will be teacher-judged. Evaluation of the project will be sought from the secondary art staff.

It is the desire of the district to incorporate the program as a continuing unit of the curriculum. Then, over a number of years, the extent of its success can be measured.

A MOBILE ART GALLERY BRINGING ORIGINAL WORKS OF ART TO SCHOOL CHILDREN

Estimated Cost - $47,673.00

Valuable works of art are a peculiarly stationary type of property, and the risk of damage is great whenever transportation is involved. To exhibit expensive works of art in numerous elementary schools involves much continuous risk and almost insurmountable difficulties. Unfortunately, transporting pupils to museums or galleries requires a sizable amount of travel, time and careful planning. Classroom teachers usually have neither the training not the time to devote to such projects. Furthermore, museums are not customarily prepared for the handling of elementary pupils on a large scale. As a result of these problems, school children are generally deprived of an opportunity to become familiar with various art forms. This is especially true of children who are economically and culturally deprived. Their entire acquaintance with most art forms must be made during their formal school association.

This is a problem which the city schools of Rochester decided to solve by the use of an "Artmobile". Specifically, the "Artmobile" is a mobile art gallery consisting of a forty-foot trailer, complete with air conditioning, sprinkler system, generator, fire and burglar alarm and a loud-speaker system. It will visit all public and non-public elementary schools in the economic and culturally deprived areas of the city.

This trailer is manned by a specially-trained person who will serve as director-lecturer. Assisted by volunteer help, the director-lecturer will prepare educational materials to be used by the classroom teachers before and after the "Artmobile" visits. The Rochester Memorial Art Gallery will provide both material for the exhibits and technical advice.

This mobile art gallery will enable pupils to observe art forms of which they have never been aware, will stimulate their aesthetic interests and will greatly increase their knowledge of art and artists.

ART CULTURE

Estimated Cost - $60,433.30

In the Troy School District, the target areas having a high concentration of disadvantaged children are located in the attendance areas of five public schools and five private schools. The proportion of disadvantaged in the target areas is approximately 50%.

It is felt that many of these disadvantaged children lack exposure to cultural experiences available to other youngsters in the area. Also, great differences in ability and attitudes are strongly correlated with the economic, cultural, and social status of the family. Observations of many of the disadvantaged indicate that they are handicapped by lack of experience in manipulating toys and art materials that are frequently found in more affluent homes. Since so many lack exposure to these cultural experiences, the program aims at strengthening the experience background of these children. It is felt that it is not reasonable nor possible to expect the same educational growth from the disadvantaged as from their counterparts until compensating experiential backgrounds have been provided.

The program includes the following objectives:

1. To enrich the lives of these students;
2. To equalize their relative opportunities, where possible;
3. To enable these children to employ their curiosity, to taste success and to exercise self-discipline;
4. To arouse pride in their cultural origins and also to aim for understanding and appreciation of other cultures;
5. To identify their defects, if they have any, and to engage them in self-improvement; and
6. To encourage them to reach their maximum potential.

The program attempts to correlate the art program with basic reading and motor and disciplinary skills in order to improve the attitude and the aspirations of the disadvantaged. A mobile classroom will be used to bring exhibits and replicas to the schools. It will also serve as an art studio where varied art media may be used, stored and distributed to all participating schools.

Provision will be made for training the classroom teachers in this area. It is expected that within three years the school staff will be expanded in order to place a full-time specialist in each of the schools to be served. All services will be made available to non-public schools.

A SUMMER SCHOOL FOR STRENGTHENING ARITHMETIC SKILLS

Estimated Cost - $11,275.00

Gloversville, a Northeastern New York State community, used Title I funds to aid culturally and educationally disadvantaged fourth, fifth and sixth grade pupils in the area of arithmetic understanding and skills. A 25-day summer session was held involving 135 public school pupils and 15 non-public school pupils. Ten summer session arithmetic teachers and a summer session principal conducted the program.

Lack of time for individualized instruction and the fact that about 20% of this student group came from impoverished backgrounds, combined with the philosophy that "the quantitative nature of most facts of life in this technological world requires a basic understanding of the nature of numbers as well as a rudimentary knowledge of computation", inspired the administration and staff to this course of action.

The program was planned

(a) to diagnose the problems of students who were below normal in arithmetic achievement;

(b) to provide instruction at the appropriate level for these students, in classes of less than 15;

(c) to develop in these children mental and written computational skills;

(d) to instruct underachieving students in order that they might acquire arithmetic concepts and skills through the use of new materials, particularly audio-visual materials;

(e) to develop their self-motivation; and

(f) to provide information to the teachers of regular sessions on the progress made by these students and the level of each at the end of the summer session.

It was anticipated that these children, through grouping by achievement level and problem type, should be able to progress at a faster rate than in regular sessions and that teachers, concentrating on arithmetic only and working with a narrower range of abilities than they would find in the regular classroom, should be able to do more effective planning and more creative and dramatic teaching. Learning aids were obtained to supplement existing texts and materials.

Each pupil was administered a diagnostic and placement test at the outset of the program. Each pupil was then assigned a program designed to correct his weaknesses. A pre-evaluation of the arithmetic needs of the children was made as well as a post-evaluation of the whole program.

PROJECT HORIZON

Estimated Cost - $90,453.00

A project designed to dramatically expand the horizons and enrich the lives of educationally disadvantaged inner-city primary-grade children through the utilization of television was instituted by the Buffalo City School District.

The estimated student population involved in the program included 10,431 public school children and 3,350 non-public school children. This represented approximately 40% of the total number of school children in the target area.

The project was based upon the following considerations:

a. The attractiveness of television to children and its impact upon them is awesome. They are pre-disposed to enjoy the medium. Therefore, if an informative television series were of sufficient length and substance and if it were presented in a highly entertaining fashion, it would have a considerable effect upon its going viewers.

b. Television can provide experiences, convey knowledge, arouse curiosity, spark the imagination and stimulate an appreciation of a host of subjects, all with a sense of presence and immediacy not found in any other medium. More specifically, it can effectively fill many of the voids which, by definition, constitute one's being disadvantaged.

Therefore, the unique capabilities of television were ideally suited to the objectives of this project.

Under Project Horizon, a series of 90 half-hour programs was produced for viewing both in the classroom and at home and scheduled at the rate of three times per week. The entire series was produced at WNED-TV, Channel 17 in Buffalo, a community-owned, non-commercial educational television station. Each program was presented in the morning and repeated again in the afternoon and early evening. The program content was carefully chosen by a committee of school administrators and content specialists representing the inner-city schools, both public and private. This content, woven into a thoroughly entertaining program similar to "Captain Kangaroo" ranged from health, safety, science, music and manners to history, art, citizenship, literature and home economics. In addition, story telling was a staple of the series, as well as filmed visits to sites of cultural, historical, industrial and civic significance. These "filmed field trips" in effect transported the children to the waterfront, the railroad yards, the fire stations, the post office, factories, farms and a host of other exciting and informative locales.

Project Horizon has been evaluated by teachers in the form of written evaluations, criticisms and suggestions. The project administrator and members of the content committee have visited classrooms to observe the utilization of the series.

A BROADENING OF CULTURAL EXPERIENCES

Estimated Cost - $8,519.00

The Corning Public School staff inaugurated a program for 140 children from low-income and welfare families which provided enriched cultural experiences both during and after the regular school day and during the summer. A series of fifteen cultural experiences for primary children, K-3, and fifteen experiences for intermediate pupils, 4-6, was set up under the direction of two special teachers. These teachers planned the preparation of the experiences, supervised the programs and evaluated the results. Each teacher was assisted by three or more teacher aides.

The general objectives of the project were:

1. An appreciation of cultural places and people outside of these children's normal experience..
2. Broadened experiences which will enable these pupils to relate better to the formal classroom program.
3. An opportunity to attain greater achievement in the classroom situation through an understanding of how to grasp and use the educational opportunities offered.

It was hoped that through these experiences the deprived pupils would begin to see schools and teachers in a more friendly light and at the same time develop better attitudes and behavior.

The experiences covered the areas of literature, drama, music, arts, sports, conservation and general entertainment; experiences not normally provided by the parents of these children through lack of means, neglect, or both. Trips were taken to the Children's Theatre, the Corning Glass Center, the Ithaca Festival of the Arts, the Rockwell Collection of Western Art, the Buffalo Zoo and the Arnot Art Gallery in Elmira. A picnic was held at Watkins Glen, and a week-end camping experience at Camp Groton, Waneta Lake.

THE IMPROVEMENT AND EXTENSION OF EDUCATION PROGRAMS FOR THE EDUCATIONALLY DEPRIVED AT THE ELEMENTARY LEVEL

Estimated Cost - $118,025.00

The Brentwood Public Schools initiated a multi-phase project, supported by Title I funds, for improving and extending its programs at the elementary level to serve the educationally deprived in its school population. The committees planning the project believed that the period when children are attending elementary school, and particularly the first three grades, is the most crucial time in their lives for attaining a solid educational basis. Therefore, it is necessary to provide at this point as many opportunities as possible for these children to develop their capacities for learning and also to provide remedial and cultural enhancement situations.

In order to reach these goals, the program was divided into six areas:

1. Identifying attendance problems in the kindergarten and first grade and working with parents to alleviate these problems;
2. Supplying teacher aides from the community to work with kindergarten teachers;
3. Expanding the use of new materials to influence and increase the cognitive development of the youngest children;
4. Selecting one elementary school in which to establish a program for identifying students in the first and second grades who had been experiencing academic difficulty, based on a variety of factors;
5. Planning assembly programs and field trips to provide educational and cultural enrichment; and
6. Establishing a special after-school program to provide centers for tutorial and recreational opportunities for deprived children in grades three through six.

It was felt that, by improving the attendance of disadvantaged children, there would be increased opportunities for learning educational skills and for educational enhancement. An attendance teacher and a social worker were hired to screen kindergarten and first-grade classes to identify those children with poor attendance patterns.

The attendance teacher acted as the in-school resource person and identifying agent. The social worker's contacts were exclusively with the parents of these children, through individual and group counseling.

Teacher aides were employed for each of the forty kindergarten classes, to relieve the classroom teachers of non-teaching duties, allowing for more individual attention to children needing help. Wherever possible, those employed were parents of children served by the program, thus helping to bridge the communications gap between the school and the homes.

The extension of the school system's Visual Motor Perception Program in kindergarten and first-grade classes through the addition of newly-available materials helped to increase the childrens' abilities to cope with problem-solving situations and to depend upon their own resources.

In the selected elementary school, youngsters not progressing academically were placed in pre-first and pre-second grade classes, of not more than twenty students each, to enable them to receive more individualized attention. These students were moved back into regular classes as soon as their progress made it advisable.

Assembly programs and field trips conducted in conjunction with other types of projects have proven to be especially beneficial to culturally disadvantaged children. Therefore, a series of programs and trips was instituted to provide for these children in the district increased exposure to a broader cultural environment.

The after-school centers provided remedial help in arithmetic and reading skills and recreation and enrichment activities.

Approximately 2,000 children in the district are from low-income and welfare families, identified through pupil personnel, free school lunch, Welfare Department and community agency records. They represent about one-sixth of the elementary school population. 148 staff members were involved in the program, whose various phases were located in fourteen public and two parochial schools.

Records in such areas as personal and social information, standardized test information, teacher comments, attendance and discipline were gathered. In-service workshops to evaluate the effectiveness of methods and procedures used were held. A newsletter concerning the progress of the program has been issued periodically.

PROJECT VICIOUS SUCCESSION

Estimated Cost - $11,682.00

In the Chateaugay Central School, a succession of underachievers moving from grade to grade, year after year, has been a cause for deep concern to the administration and faculty. To offset this problem, a Title I program was introduced that emphasized command of basic first-grade reading and number skills.

Eighty-one first-grade students were included in the program. Their needs and weaknesses were determined through a complete testing program, supplemented by parent-teacher conferences.

Team teaching was organized at the first-grade level, with three experienced teachers hired to supplement the regular first-grade staff. With the pupil-teacher ration thus reduced, teachers had more time to give individual help to those disadvantaged children who had difficulty learning letter sounds and names and who were, generally, classified as slow learners.

Besides adding to its staff, the district employed professional help to orient the existing staff. A professional consultant assisted the staff in helping the disadvantaged children develop a feeling of self-pride, identification and acceptance by their peers.

Teachers hailed the program as an important step in forestalling repeated failures in the elementary grades. As one teacher put it:

> "There are those whose scholastic achievement will never be great,
> but if we could feel that each child has been given the opportunity
> to achieve his potential, we could ask no more."

It is anticipated that team teaching will be extended in time to all of the nine primary units within the Chateaugay Central School District.

"READY"

Estimated Cost - $29,104.00

The Mohonasen Central School, a Schenectady County community school, has designed Project "Ready" to meet the needs of underprivileged pupils who have exhibited a lack of readiness for kindergarten and the first grade. This program is an enabling and preventive one designed to aid these educationally disadvantaged pupils to successfully compete with other kindergarten and first-grade pupils.

Based on past experience, it is estimated that between 40 and 60 four-year-old pupils in this district will need the program provided under Project "Ready". The project covers summer programs which will span three school years. The group will be taught in classes of 10-15 pupils, utilizing the services of two teachers, each teaching a morning and an afternoon session.

The staff is expecting to improve readiness of the educationally and culturally deprived for kindergarten and first grade by providing experiences for these deprived children, who need to develop motor skills and perceptual skills to reach the point of desired readiness for school; by meeting the needs of each child on an individual basis through keeping class size small; and by using the services of many specialists.

The experiences offered in this summer program will afford the observer an opportunity to note the child's ability to listen to instruction, follow directions, identify belongings, dress himself, speak and hold and use art materials. Additional areas of concern will be to help increase the child's attention span, to develop his coordination and to ease his emotional problems.

EXPANSION OF THE MORE EFFECTIVE SCHOOLS PROGRAM

Estimated Cost - $7,741,987.00

The More Effective Schools Program is a comprehensive program for disadvantaged children covering the years from pre-kindergarten through grade six. Among its features are small classes, an increased professional staff and extensive guidance services. The selected schools included in this project serve attendance areas having high concentrations of low-income families. Approximately 9,320 disadvantaged children have participated in the program, which was supported by $7,741,987 of Title I funds.

One of the primary goals of the More Effective Schools Program is that of preserving and increasing school integration. In New York City today, there are thousands of children of Spanish-speaking background, recent arrivals from Puerto Rico, and Negro children from the South. Many of these children have not been achieving well enough in elementary schools to be able to cope successfully with further educational demands. Retardation in reading and arithmetic of two years or more at the end of grade six makes success in intermediate and secondary education very difficult. Thousands of such children have dropped out of school before completing their education.

The More Effective Schools Program was developed to conserve and utilize as fully as possible the human resources represented by these people. It is designed to prevent academic failure in the early years, by starting at the pre-kindergarten level and organizing small classes to insure individual attention to every child's needs. At each school the staff includes many teachers of special subjects and a clinical team of guidance counselors, social workers, a psychologist and a part-time psychiatrist. Intensive teacher training is part of the program, which emphasizes team teaching and non-graded instruction.

Many parents' associations and community and civil rights groups have urged that this plan be extended to other schools in New York City.

While the project, as it is structured at present, is set up for implementation in the city schools, it is evident that the experiences of the teachers, supervisors, administrators, and other school personnel connected with the program will provide valuable guidance to other schools, public and non-public, desiring to initiate similar programs.

EXPANSION OF GRADE ONE PROGRAM

Estimated Cost - $140,222.80

The City School District of Albany proposed an expansion, designed for disadvantaged children, of its regular program in the pre-primary and first grades. The pre-primary, an established part of the grade one program, is a transition class between kindergarten and grade one for those children needing a longer period of time and an increasing number of planned experiences to promote readiness for learning in grade one.

The project area encompassed fifteen schools located in the poverty pockets, the northeast and southeast sectors of the city. In these school attendance areas, the estimated number of children from low-income and welfare families was 27% of the total school population.

Records in the poverty-pocket schools indicated that many children in attendance were achieving three and four years below their level of expectancy. The drop-out rate in later years is high. It was hoped that, by putting emphasis on grade one and providing motivation for learning in the formative years where motivation is often non-existent, these young children would become measurably better prepared to begin successfully their school experiences in reading and arithmetic.

Another pertinent characteristic was that of excessive mobility, with many of the children living at more than four or five addresses while in kindergarten and the first half of grade one. The purpose of the project was to cultivate a sense of security and belonging in each child and to provide each child with successful school learning experiences so that he will continue his education as he grows older.

CLEARY TESTING AND COUNSELING PROJECT

Estimated Cost - $11,610.00

The major communications handicap involved in substantial hearing losses, with their underlying psychological and developmental components, requires the earliest possible case-finding, diagnosis, evaluation, counseling and parent education. To accomplish these ends, appropriate professional staff and adequate equipment were provided through the use of Title I funds.

The Cleary School set up a summer program to evaluate the hearing of the children in its present school population and to employ an audiologist who would assist in introducing the program to children at an early age as well as to work with counselors and teachers. The addition of a parent-training program, a family-training program to reinforce the work accomplished in the nursery and kindergarten classes and an in-service program for the staff have helped in the crystalization of more realistic future goals in the work with parents and children.

Involved in this program were: a chief audiologist, a speech therapist, an audiologist, a parent educator, a social worker, a counselor, and a secretary. The director of the school contributed the required time for administrative purposes.

Equipment purchases from Title I funds included an Amplivox Audiometer; a Grason-Stadler Audiometer; an EFI Audio Teacher System; a sound level meter; a battery tester; a Polaroid camera; a tape recorder; stock ear molds for children and assorted toys for play audiometry.

EXTENSION OF THE SCHOOL YEAR TO INCLUDE A SEVEN-WEEKS' PROGRAM FOR SEVERELY PHYSICALLY-HANDICAPPED CHILDREN

Estimated Cost - $28,634.00

The Human Resources School project was designed to help bring disabled children, who were previously homebound, up to acceptable standards of achievement in reading, mathematics, English and social studies. It was a seven-weeks' summer program, running five days per week. Each day the children, from grades 1 through 12, devoted half of their time to academic work and the other half to therapeutic recreational activities.

The project goals were:

1. to provide extra instructional time needed for the children's success in academic and non-academic fields;
2. to help close the gap caused by their academic lag;
3. to enable the students to complete courses of study ordinarily completed by normal children in the regular school year;
4. to enable the school to continue remedial reading and other remedial work during the extra weeks of school;
5. to narrow the memory loss associated with prolonged summer vacations;
6. to provide healthful physical activities through an organized therapeutic recreational program; and
7. to include the enrichment of field trips which could not be accomplished during the regular school year.

The program was planned for 70 students and conducted by the regular staff. Many of the children had excellent intellectual promise and a fine vocational future, but they were unable to write as rapidly or move as rapidly as normal children. Most of the children were in wheelchairs.

In grades 1-6, the normal activities of reading, language arts, arithmetic, and social studies were included. The seventh and eighth grade students followed a morning schedule of four 45-minute periods in English, language skills, mathematics and social studies. English and social studies were also required for the ninth, tenth and eleventh grade pupils. In the afternoon the program consisted of arts and crafts, leisure reading, organized games, and swimming in the school's pool. Field trips were scheduled for all groups as desired.

The extended school year was virtually the only way to give these students longer and more intensive instruction in basic curriculum areas. However, the summer program was more than remedial; it was integrated with the regular school year, giving continuity to the entire program.

IMPROVEMENT OF COMMUNICATIONS ARTS AT THE LEXINGTON SCHOOL

Estimated Cost - $67,210.00

Two hundred sixty-nine deaf children, aged 1 to 21 years, were involved in a Title I project instituted at the Lexington School for the Deaf.

The project consisted of a complex of efforts in several aspects of the communication arts to provide expanded services to lower-aged deaf children, to increase the knowledge and improve the attitudes of teachers toward introducing new subject matter and techniques, to conduct curriculum workshops and courses, to make available an improved quality and quantity of educational equipment, to create and produce instructional materials and to establish an educational materials center.

The Lexington School project consisted of five major aspects:

a. audiological and speech services;
b. tutoring services;
c. child study activities;
d. curriculum workshops and in-service activities; and
e. an educational materials center.

Features of the program were expanded services to deaf babies (under age 3) and their parents; the introduction of a new service, paedoaudiology; additional staffing, May through June; employment of a nationally known and recognized consultant; employment of special-area consultants; workshop and in-service consultants, plus summer course work in appropriate areas for the teachers involved; establishment of a central ordering, cataloguing and distribution point to encourage the classroom teachers' use of all new materials; the purchase of special equipment necessary in schools for the deaf; and the introduction of a study and evaluative team approach under the direction of a research specialist.

The Lexington School is a completely integrated school, and all of its activities foster better understanding and tolerance of racial integration.

IDENTIFICATION, DEVELOPMENT AND EVALUATION OF ORAL COMMUNICATIONS SKILLS FOR PRE-SCHOOL CHILDREN WITH HEARING PROBLEMS

Estimated Cost - $39,123.00

The area (Nassau and Suffolk Counties) immediately surrounding Mill Neck Manor, Lutheran School for the Deaf, had had a major epidemic of Maternal Rubella (Syndrome). Those pupils selected to participate in the project qualified as a result of affliction due to a past epidemic of Maternal Rubella. No discriminatory practices prevailed in the choice of these pupils.

For a period of seventeen years, Nassau County kept records of children with hearing problems. About a year before the epidemic, the practice of keeping records was discontinued in cases related to this particular health problem. This project allowed the Lutheran School to identify and establish a training program for these hearing-handicapped youngsters who would then have the advantage of a "head start" before beginning attendance in a school for the deaf at the age of 3. It enabled the administrators of schools for the deaf in the Long Island area to anticipate an increase in enrollment for the future or to expand the physical facilities of their present plants in order to meet the needs of youngsters who may have been handicapped by a loss of hearing during a past epidemic. The project also gave the Nassau County Health Department up-to-date information on the number of hearing handicapped children.

The program was intended to serve the 125 pupils now enrolled at the school and to anticipate future enrollment. It evaluated the children as to mental ability, loss of hearing and other handicaps. It counseled and advised parents of all children identified in this program. It trained pre-school children with severe hearing losses. These children were given an oral method of instruction for a six-week period during the summer months by trained teachers of the deaf.

Existing classrooms and administration offices of the school were adequate to conduct this program. However, the project involved obtaining additional equipment for training the severely handicapped child.

Evaluation, while difficult, was accomplished by describing the child before entrance and upon completion of the period designated by the project administrator. All records and reports were shared with the Nassau County Health Department and the Bureau for Handicapped Children.

A CONTINUING EDUCATION PROGRAM FOR SCHOOL-AGE GIRLS DURING THEIR PRE-NATAL AND POST-NATAL PERIOD

Estimated Costs - $81,068.00

As general practice, school-age girls who become pregnant are excluded from the high schools in the city of Syracuse. The disadvantaged pregnant school-age girl has had until now no way to continue her education or to get the help that the middle and upper-class pregnant girl finds available in our society. Many disadvantaged girls get little or no medical care or counseling until the birth of the baby. All this results in social chaos, with high rates of infant and maternal illness and death. Further, the rate of recurrence among this population is high.

The Syracuse City School System designed a project to meet the educational, social, vocational and medical needs of this population, a population that has largely been neglected as far as education is concerned. About 140 girls were included in the project.

The project was planned to aid in the further education of the girls, to provide medical care (physical examinations only) for them and their babies, and to provide guidance and counseling for them and their parents.

The educational program offered full or part-time instruction in the academic areas for those working at grade level; basic education for those functioning below grade level but near their potential; some vocational education, such as typing and office practice; and instruction in home economics, health and child care.

The social workers provided liaison among the schools which the girls had attended and their homes and other agencies concerned with the girls' problem, both public and private. They also counseled the young mothers about problems associated with their condition and decisions on their futures.

EXTENDED LUNCH SERVICE

Estimated Cost - $32,002.33

The educational process cannot possibly fulfill its function if a child is hungry. Neither can the educational process be effective if a child's physical condition is below normal. Nevertheless, many children attend school who are either hungry or in poor physical condition. In numerous cases they are both hungry and physically sub-par, and many are victims of nutritional deficiencies.

The City School District of Olean has recognized the direct correlation between health and learning. A survey indicated that approximately 8% of the public school population of this city were children from low-income and welfare families. Investigation also indicated that sizable number of these children in both special and regular classes showed evidence of nutritional deficiencies and that children transported to school by bus often missed meals.

Attempting to remedy the nutritional deficiencies of the under-privileged children and to meet the special problem of school-bus children, the Olean District has initiated a Title I project that provides lunch services for those elementary schools not presently having such services. Basic utensils and equipment have been provided to those schools not already so equipped, a central storage facility has been organized and daily food deliveries to the schools have been instituted. Additional part-time personnel have been added. All public elementary school facilities have been utilized in connection with this project. Costs have been rigidly kept to a minimum, the lunch menu being limited to a single selection, such as soup and a sandwich. Milk is now available to all children.

This program aims at improving readiness for learning by providing meals. It is also hoped that through this program pupils from homes with poor environment and poor nutritional habits will learn to value nutrition and good health.

IN-SERVICE OPPORTUNITY FOR TEACHER IMPROVEMENT

Estimated Cost - $18,412.00

The in-service project developed by the Elmira City School District with Title I funds consisted of a program offered primarily to the English and history teachers in the secondary schools. Since all these staff members are assigned classes from more than one of the three "tracks" in the district's regular instructional program, they needed to enhance their understanding of economically and educationally deprived children and to improve their instructional techniques in teaching these children. Thus, although no students were directly involved, they would be affected by the increased skills which the teachers acquired.

The program extended through a semester and included fifteen three-hour sessions during which consultant teams of specialists worked with groups of teachers. The consultant teams included specialists from universities and from established on going big-city programs, such as the Madison Project in Syracuse and Higher Horizons in New York. Guest lecturers and other specialists also made presentations.

Some of the sessions were held in a local school building. Others were planned visitations to university demonstration centers or to project centers.

75 teachers were involved in the program. They evaluated its progress through periodic reports.

The major advantage of this well-organized program was that teachers were updated regarding current thought on the nature and needs of deprived children and received complete data and materials.

A SUMMER CURRICULUM LABORATORY TO DEVELOP INSTRUCTIONAL MATERIALS AND TECHNIQUES FOR USE IN TEACHING EDUCATIONALLY RETARDED PUPILS

Estimated Cost - $15,000.00

650 children between the ages of 5 and 17 who come from families with incomes less than $2,000, bussed to all eleven elementary schools in the district, present a real problem because they are unable to cope with the learning experiences demanded of them at the high-school level. Many of the pupils, unable to master the basic principles in high school subject areas, are added to the large numbers of people who are untrained and unable to take advantage of the work opportunities that new technologies are creating.

Experimental classroom situations were set up in which instructional materials could be used, appraised and then immediately revised; different teaching methods developed; and supplementary teaching devices employed. Classes were conducted from 8:30 a.m. to 1:30 p.m. five days a week for six weeks. One class of twenty students worked on developing communications skills for a one-and-one-half-hour expanded period. Other teachers in the same subject area worked with the experimental class teachers to prepare and improve the presentation for the next day. The teachers also worked in preparing materials that might be used during the next school year both in the New Rochelle public schools and in such other schools as might have need for them. Ten classroom teachers were asked to participate in a workshop.

Included on the faculty were two teachers each for English, social studies, mathematics, science, one business education teacher and one trade subject teacher. Other personnel included a math consultant, a full-time specialist in audio-visual aids, a reading teacher and a guidance counselor. The program was conducted under the general supervision of the high school principal.

SCHOOL-UNIVERSITY TEACHER-EDUCATION CENTER

Estimated Cost - $134,315.00

One of the New York City Title I projects was designed to demonstrate the effectiveness of a SCHOOL-UNIVERSITY TEACHER-EDUCATION CENTER in preparing teachers of disadvantaged children (SUTEC). The primary objective of the School-University Teacher-Education Center is comprehensive training for teachers of disadvantaged children.

Public School 76 will be used for this project. It has been designated as a "Special Service School." It will have an integrated and ethnically-economically balanced school population.

The school now has an enrollment of 1,400. However, in order to provide adequate space for the facilities that the project requires, the school population will be restricted to approximately 950 pupils, in pre-kindergarten through grade six. More than half these pupils come from low-income and welfare families. In addition to providing services for the children enrolled in the school, the project will provide various services, both during and after the school day as well as during the summer, for their families and for other residents in the community.

The project will:

a. prepare teachers through a program extending into the pre-tenure years, using an elementary school in a disadvantaged area as the focal point;

b. provide a pattern for making optimum use of school and college facilities for the preparation of teachers for schools in disadvantaged areas;

c. provide a nucleus of teachers who, through participation in the undergraduate and pre-tenure phases of this project, will be well-equipped to serve as leaders in other schools in the disadvantaged areas of New York City; and

d. provide a prototype educational facility responsive to community problems and needs of disadvantaged areas.

The SUTEC is a jointly-planned and cooperative operation of the Board of Education of the City of New York and the Department of Education of Queens College of the City University of New York. Both the location and physical facilities are designed so as to provide opportunities for a wide variety of meaningful first-hand experiences for teacher trainees and pre-tenure teachers.

Films and tapes for use with community groups and college classes will be prepared for distribution on a loan basis. The instructional materials and resources developed at the Center will be prepared in sample packets and distributed upon request. Course outlines and related materials will be listed and made available to other public school systems and colleges. Invitational symposia for school and college representatives, both regional and national, will be held during the school year.

This Center is the contribution of the New York City school system to the teacher shortage and certainly is one of the many evidences of the worthwhile use of Title I funds.

TO IMPROVE ELEMENTARY LIBRARY FACILITIES

Estimated Cost - $17,775.00

Even excellent readers can become frustrated if they lack good reading material. That often is the problem in essentially rural areas where the population is widely dispersed and where funds for library resources are likely to be limited.

Delevan-Machias Central School District, serving a typically rural area, estimated that approximately 40% of its elementary school population was deprived of good library facilities. The same children lacked a wide choice of worthwhile reading materials at home.

Based upon these facts, the Delevan-Machias System has, with the use of ESEA, Title I funds, developed a project greatly expanding the district's library program.

The program involves the leasing and erection of a State-approved relocatable classroom, located on a site near an elementary school exit. The area parochial school is adjacent to the public school site and therefore will be able to participate fully in the project without the loss of travel time.

A full-time librarian is employed, plus a full-time helper and a part-time clerical worker. Books, supplies and periodicals are purchased for this unit upon the advice of the librarian. Classes in the use of the library are conducted and remedial reading work in done there by the district's current remedial reading teacher. This project is closely coordinated with the County Bookmobile Project, the NDEA, Title III acquisitions and the Title II library book purchases.

This program promotes reading by offering a far greater selection of books than were previously housed and by furnishing additional room which encourages research. The disadvantaged children now have guidance in the selection of materials and instruction in their use. The small village libraries are greatly supplemented. The project library itself is geared to elementary age children. They are no longer dependent on the regular K-12 library.

Projects of the Delevan-Machias type have been most instrumental in bringing to the rural child a new wealth of valuable material. To the child whose resources are limited, this project is a veritable literary bonanza.

A LIBRARY RESOURCES CENTER AND A SUMMER PROGRAM FOR GRADES 4-9

Estimated Cost - $34,596.00

Located in Schoharie County, Middleburgh Central School serves a rural area with a student population in excess of 1066, of which 99 pupils come from low-income or welfare families. In addition, 151 of a total elementary enrollment of 614 pupils have been identified as educationally deprived.

With administrative guidance, the elementary classroom teachers proposed to identify the underachievers and survey their academic needs. As a result, a two-pronged program was initiated. First, an elementary library and resource center was established where none had existed previously. The center was located in a mobile unit. Second, a summer program for grades 4-6 in remedial and corrective mathematics and a five-track program for grades 7, 8 and 9 for corrective work in reading, language arts, social studies, mathematics and science were developed.

Middleburgh Central School provided through this program an opportunity for the pupils to learn proper library procedures, to be helped in the proper selection of books and to increase their reading for both purpose and enjoyment. Daytime story hours and evening library hours were features of this portion of the program.

The summer program, directed solely at the educationally-deprived pupil, had three sections each for remedial reading and remedial mathematics for grades 4, 5, 6 and one section each for grades 7, 8 and 9 in the language arts, reading, science, social studies and mathematics. Classes were rotated at all levels throughout the session. A librarian was also present during the summer program to aid in instructional services and to serve as a resource person. In an effort to reach the pupils who would benefit from attendance in a summer program, bus transportation was provided.

As a reading-oriented school, Middleburgh plans to evaluate growth and success through reports and analyses provided by the reading teacher and the classroom teachers.

A SUMMER LIBRARY CENTER

Estimated Cost $2,709.00

The Red Hook school administration felt that the introduction of a Summer Library Center for the educationally disadvantaged would put to good use some of the excellent plant, material and equipment resources which generally lie idle during the two-month summer recess. It might also encourage the operation of such a center on a broad basis of community participation in future years.

The Center was able to provide special library services to meet the needs of the group of economically and culturally deprived pupils in the areas of reading and general culture. It supplied the need for more high-interest, low-vocabulary reading materials. It made available as library resources selected items from the filmstrip library in the audio-visual center. A small listening center was also established, and material and equipment presently available was used under the direction of a capable teacher.

The Center also implemented the Summer Reading-Vocational-Teacher-Training Program previously approved. The elementary library room was kept open for the convenience of the teachers and project pupils, while the junior-senior high library center was open during and after the hours of operation of the Reading-Arithmetic project.

This project could not have been supported at the local level because of an already heavy fiscal burden and was made possible only through the use of ESEA Title I funds.

DEVELOPMENTAL OF AN INSTRUCTIONAL MEDIA CENTER FOR THE DEAF

Estimate Cost - $48,037.00

The instructional media center at St. Mary's School for the Deaf established under this project serviced approximately 200 deaf students. All applicants for participation were judged on the basis of ability to profit from the program without regard to their racial, religious, or ethnic backgrounds.

The project was designed to provide vitally needed educational services of sufficient quantity and quality to meet the special needs of educationally deprived deaf children. It was used to supplement the curriculum of the existing program by introducing resources heretofore not adequately provided. It also complemented the summer projects which were limited under other project titles.

The 25 faculty members involved received in-service training in the use of new AV equipment. An experimental classroom equipped with closed-circuit TV and a "special teaching wall" with a teacher's remote control station for use with various AV machines and materials were used for demonstration purposes in preparing the staff for the beginning of the new school year. The instructional media enabled the teachers to present subject matter in a more efficient and stimulating manner and allowed students to work and study independently, thus freeing the teachers to do more tutorial work.

Some of the possible applications of these media have already been tried and proven successful.

The versatility of the new equipment - 8mm technicolor projectors, perceptoscopes and closed-circuit TV, etc. - suggests many additional possibilities in the education of visually-oriented deaf children.

These children, through the intensive use of the instructional resources, can amass a wealth of experiences which otherwise would be difficult to achieve. Without this program, they could be severely limited in the opportunities available to them to grasp and understand the meaning of much that occurs in their environment.

INTERCULTURAL UNDERSTANDING THROUGH PUPIL TRANSFER

Estimated Cost - $105,624.00

The City of Rochester has an extensive Title I program involving many projects, among which is a Pupil Transfer Program related to new cultural settings designed to stimulate pupils to higher educational achievement. This project is directed toward 1,133 pupils in Grades K-6. The program is expected to benefit these children by broadening their cultural horizons and is expected particularly to motivate the Negro children involved to increase achievement and improve self-image.

Sociological and psychological evidence has shown that the motivation and achievement of Negro children tends to be depressed when such children do not have opportunities to attend racially-balanced schools. Based on this evidence, the Board of Regents of the State of New York and the Board of Education of the City of Rochester have made it a matter of policy to reduce racial imbalance.

Five major programs were initiated, expanded or improved under this project, and they were referred to as: Open Enrollment; Voluntary Extended Home Zone Plan; Extension of Open Enrollment to West Irondequoit; Brighton Summer Program; and Brockport Summer School Program. Itinerant teachers were employed to make it possible for teachers in the receiving schools to observe classes in inner city schools, to visit inner city homes, to receive in-service training, and to prepare additional materials. A community worker was employed to work closely with parents.

The City of Rochester recognizes that there are a number of methods of reducing racial imbalance and broadening intercultural understanding and notes that the methods contained in this proposal were selected due to their voluntary nature, their soundness in providing improved education, and the availability of facilities. Much research and evaluation was involved in this project, and the city school administration is anxious to share a report on the results of this continuing program.

The open-enrollment plan will be evaluated by comparing matched pairs of children to determine differences in achievement, attitude and self-concept. An investigation will also be made of ways in which teachers and administrators have made provision for effective integration in the receiving schools.

A TAILOR-MADE, MULTI-DIMENSIONAL PROGRAM

Estimated Cost - $185,643.00

The Board of Cooperative Educational Services of Lewis County, in northe n New York, planned a Title I project to include all of the schools in the county. The project focused on establishing a resource center; a tailormade, multi-dimensional program for improving language arts instruction for 706 educationally disadvantaged youth. The public and non-public school pupils included in the program all came from low-income families.

Local administrators and supervisors, impressed with results obtained in the New York City Higher Horizons program and in learning centers of other areas, strongly urged a similar Lewis County project. Other factors that influenced the decision for the multi-faceted program included the shortage of professional manpower and the distance from teacher-training centers.

The Lewis County educators viewed this project as both preventive and corrective, since it was mainly concerned with pupils in kindergarten through grade three. The program offered pupils instruction in language arts and culturally enriching experiences. It also helped teachers upgrade their teaching skills.

Provision was made in this program for:

(a) the development of a resource learning center for teachers, to help them develop skills in the teaching of language arts;

(b) a reading clinic, tailor-made materials, and in-service courses;

(c) the training of reading specialists; and

(d) a small workshop and conference room, a demonstration area, video-tape and audio-visual equipment, graphic arts equipment for producing reading materials and a library of selected musical recordings.

The seven school districts involved arranged for field trips for both teachers and pupils and planned for concerts, plays, etc. to be brought to the schools by professional groups. A traveling museum was organized for taking works of art, artifacts and other exhibits to the schools.

Objectively, the Lewis County program provided experiences for disadvantaged children in K-3 and, when possible, for those in grades 4-12, so they might approach reading with a better background and therefore with better motivation. It improved the educational functioning of disadvantaged children by providing them with the richest possible experiences in connection with the teaching of reading. It worked with parents as well as pupils.

A pattern of communication in the Sole Supervisory District of Lewis County has been developed over many years, and this, together with regular trips to the schools by the members of the audio-visual department and others, will keep the learning center in touch with administrators and teachers. The center staff will keep in touch routinely with elementary teachers, supervisors, principals, and other administrators to determine what needs children and teachers may have. The center staff also will plan for demonstrations and in-service training courses.

PROJECT LEARNING IMPROVEMENT

Estimated Cost - $22,320.00

Two common and two union free school districts in Montgomery County cooperated in this project to provide remedial services. In addition, four contract districts participated. The total registration in the four operating schools is 569. About two-thirds of these pupils are considered culturally and educationally disadvantaged and come from low-income homes.

Most of the pupils involved came from large rural families. Many of them have had to assume responsibilities on the farm. Reading difficulty is characteristic of these students from the early grades. They were found to lack exposure to books, reading experiences and activities which are a part of the environment of youngsters from more privileged homes.

With the proper stimulation and motivation, these pupils are capable of achieving far above their present levels. Under this project, they were offered additional learning experiences to prepare them for successful progress in school.

Title I funds supplied to this project provided for staff services and equipment and supplies to be used on a shared basis according to the percent of culturally and educationally disadvantaged children in attendance at each of the schools. Individual and small-group instruction was carried out by the classroom teachers, a reading teacher, and teacher aides, using reading materials to improve phonic skills and to improve the communications skills of speaking and listening. Each school principal coordinated and supervised his part of the project and carried out an in-service training program for teachers. He handled the scheduling of a summer reading program, scheduled the use of teacher aides and cooperated with his fellow coordinators in organizing field trips and in sharing instructional innovations and audio-visual equipment.

SERVICE AGENCY FOR YOUTH (S.A.Y.)

Estimated Cost - $49,208.40

A local school district, though staffed with service personnel, cannot reach beyond the boundaries of the classroom to meet at the roots all the social and emotional problems manifested by children; namely, the home-family-community base. What is needed is a service which will complement and go beyond that which is the responsibility and function of the schools.

Services of this nature are available from county agencies, private sources and religious groups. However, a number of factors such as lack of proximity and facile transportation and long waiting lists often make these services unavailable in certain geographic areas.

A Youth Direction Council was formed by the school districts of Levittown and Island Trees to establish a social service agency known as "Service Agency for Youth." The Council is generally responsible for the day-to-day operation of the Agency.

S.A.Y. was designed to cope with impediments of a social and environmental nature which cause a lack of educational attainment among disadvantaged children. The agency serves both these children and their families to make it possible for the children to benefit from their educational opportunities. The experience of similar social agencies has indicated a favorable degree of success in retrieving youngsters who might otherwise have been lost as productive members of our society.

To begin operations, appropriate agencies were notified of the readiness of S.A.Y. to accept referrals. The initial step after referral was a three-stage interview among the child and his parents and the director of the agency, a psychologist and a social worker. Information gleaned from each interview was combined with referral data to establish a case history file.

Case conferences were then held to determine procedures for assisting each child and his family. Those youngsters whose case histories revealed the greatest need for immediate attention were assigned to a social worker, who initiated contacts, followed determinations made during case-conference staff meetings and was responsible for servicing each youngster's needs.

The case-conference staff meetings were held each month to build cooperation among the pupil personnel specialists of two school districts and the case workers working with children and families. Progress reports were made on observable evidence of change in a child's behavior and in his educational attainment.

REMEDIAL ASSISTANCE TO STUDENTS WITH SPECIFIC LEARNING DISABILITIES

Estimated Cost - $18,939.00

The Cambridge and Salem joint Title I pilot project was designed to identify and provide remediation for students who were emotionally, culturally or neurologically handicapped. These students were determined to be underachieving by at least one academic year. A total of 126 emotionally-deprived children in the project area, 75 of them in grades 2-4 and 7-9, were served by the project.

During the summer, these pupils attended an educational center where academic instruction that would be more meaningful to them than those instructional techniques used in their regular classrooms was introduced. This six-weeks' program afforded them opportunities to experience success in classroom work and to gain more assurance for coping with additional academic challenges when returning to regular classes in the fall. The pupils also had an opportunity for supervised recreation in an atmosphere which promoted acceptance of individual differences. By engaging in supervised recreational activities, the students became less sensitive about their educational difficulties.

The program consisted of the following:

1. A reading program, with classes limited to ten pupils;
2. A remedial program in mathematics designed to present mathematical concepts in ways which would be more readily understood than those presented to the pupils in regular classroom situations;
3. A conservation program to encourage the pupils' interests and competence in reading, math and science through field work of an enjoyable and challenging nature;
4. A recreational program designed to foster self-awareness and acceptance of others as worthy human beings.

The basis for expecting improvement was the theory that the youngsters would be interested in and motivated toward acquiring information that was presented to them in meaningful ways. The more positive the images that students have of themselves, the more likely it is they will be encouraged to apply themselves to academic challenges.

"SECOND CHANCE"

Estimated Cost - $15,482.00

The objective of the Bolton Central School Title I project is to reduce the number of dropouts and repeaters in the school through improvement of their skills in the language arts area.

This Adirondack community, where summer resort employment and in-season forest work are the main sources of family income, is attempting through cultural offerings to its deprived pupils to halt the serious dropout problem at the 8th and 9th grade levels. Most of the dropouts are over-age for their grade, have repeated grades because they are poor readers and have been unable to progress satisfactorily to keep up with their peers.

The project, designed to cover a three-year span, includes the training of a reading specialist to direct the classroom teachers and to work with the forty-six pupils identified as disadvantaged; the organization of a summer program for slow learners; the purchase of equipment and rental of audio-visual materials designed to bring culture and enrichment into the lives of these deprived pupils.

A committee organized to plan this K-12 program believes that this project will result in higher reading interest due to a change of attitude, coordination of the number of pupils needing special instruction and better scholarship in all subject areas.

PROJECT PERFORMANCE

Estimated Cost - $153,190.00

The Buffalo City School District has been concerned because city-wide achievement tests consistently revealed a below-average level of performance among the educationally deprived children of the city. This has been especially true in their use of the basic language skills of reading, writing and spelling. Results have indicated the need for drastic changes in the instructional system. The traditional ratio of one teacher to 25 or 30 pupils has not been effective in dealing with the problems presented by the educationally deprived children. Therefore, Title I funds are being used to improve instructional materials, increase the number of teachers and to restructure supervisory practices.

The specific objectives of the project are:

a. to improve teacher-pupil ratio in language arts classes through the addition of teachers to each school faculty;

b. to convert each language arts classroom into a virtual laboratory for the teaching or writing;

c. to improve oral language skills of educationally-deprived children through the increased use of electronic recording and play-back equipment; and

d. to provide for closer supervision of the language arts program in the schools serving educationally deprived areas.

Because the city's school buildings are already taxed to capacity, the increased teaching force is being assigned in two ways:

1. Teachers will function flexibly in various parts of the school building wherever children can be brought together in small groups; and
2. Teachers will work in teams of two with the same classes.

The Buffalo school administration believes that the nature of instructional activities in the language arts for culturally deprived pupils is such that there is clear need for close and constant supervision. This involves a good in-service training program for teacher, frequent meetings for discussion of problems, frequent observation and frequent interchange of techniques and practices which will require supervisory demands beyond those which are normally found in the average school stiuation. The appointment of a preject coordinator to supervise the special activities peculiar to this project will give impetus to the program. The project coordinator will assume responsibility for articulation of all phases of this program in grades 7 through 12 in each of the junior-senior public and non-public high schools located within the target areas designated as educationally deprived.

Each classroom will be equipped with a complete set of reference books suitable for the improvement of writing activities and with recording and play-back devices to record and study the speech of each student. The increased use of specialized equipment and the special attention resulting from the employment of additional personnel should result in an improvement of English language skills among the present group of educationally-disadvantaged pupils. Their writing should come closer to grade-level expectancy, and their general speech habits should show marked improvement. Direct attacks on speech peculiarities which are a result of a dialect influence and of environmental impoverishment will afford the pupil a better grasp of the language structure.

All statistical data, specially-developed instructional materials, anecdotal records and descriptions of promising practices will be assembled under the direction of the project coordinator and will be made available for distribution to other interested school systems.

THE DEVELOPMENT OF INTENSIVE LEARNING SPECIALISTS WITHIN THE STAFF OF THE BALDWINSVILLE CENTRAL SCHOOLS

Estimated Cost - $37,255.00

Baldwinsville, a north-central New York State community, may be described as a rural, low-income area recently affected by the building and development of a General Electric Company complex. The village center has a population of 6,500 reisdents, and the area served by the Baldwinsville Central Schools has a total population of 21,000 within its 85 square miles. The school census has increased from 4,000 in 1961 to 6,000 in 1965. An estimated 469 children in this population have been identified as educationally deprived.

The school authorities are recruiting, training and deploying specialized teachers to meet the needs of these educationally deprived children. Experienced teachers who have demonstrated the interest and competence to assist educationally-deprived children have been transferred from classroom assignments and retained to form a corps of intensive learning specialists.

The following factors are expected to contribute to the success of this Title I program:

1. Teachers will apply their professional skill toward planning the program.
2. Teachers selected to participate in the program will be concerned with the social and psychological growth of children as well as with their intellectual attainment.
3. Intensive learning specialists, who are proficient in reading skills, mathematics, speech and language development, will advise classroom teachers on how to improve instruction.
4. Intensive learning specialists will visit the classes of pupils they have worked with to observe changes in the behavior of the educationally deprived.

The intensive learning specialists will be able to apply experiences gained at the county, state, and national levels to understanding the emotional and social development of educationally deprived children. The program will be administered by the superintendent of schools, who will work with a program coordinator, members of the professional staff, and visiting consultants.

EDUCATIONAL SERVICES FOR DISADVANTAGED STUDENTS (E.S.D.S.)

Estimated Cost - $239,493.00

Surrounding the downtown business district of Binghamton and extending from it on both sides of the railbeds which run through the center of the city are the old commercial and residential sections. Several of the neighborhoods in this deteriorating area have been designated as particular "areas of concern" by the Broome County Social Planning Council. Five areas are considered to be ones of special concern in any local efforts to deal with the problems of poverty. However, the situation is relatively favorable in that the areas identified are not made up exclusively or entirely of deprived families.

There are between 1300 and 1400 school-age children from low income families living in these areas. They represent about one-third of the city's student population.

Binghamton has designed a project to demonstrate that the initiation of elementary and secondary programs can prevent an increase in the "drop-out" phenomenon. The E. S. D. S. project is intended to serve public as well as the non-public school children.

Objectives of the project include:

a. improving the limited ability in verbal communication of students from low socio-economic families;

b. expanding the students' limited understanding of environments other than those most immediate to them;

c. increasing the student's degree of self-confidence by offering opportunities for them to accomplish new tasks successfully;

d. engaging parents in a non-stressful, non-threatening relationship with school and community social-service personnel that will lead to a better understanding that their children need to get the most from educational and other services in the community to improve attitudes with respect to school, which will, in turn, affect problems of truancy and eventual drop-out; and

e. discovering students with physical defects in time for effective preventive techniques to be employed so that long-term disability will be prevented.

The Binghamton staff wants to examine new directions in flexible programming to enable students from low-socio-economic groups to start first grade at or near the same level of readiness as do their more fortunate peers from the middle socio-economic groups. Curricula and activities will provide some of the experiences and relationships lacking in many of the homes of economically-deprived students.

In grades 7-12 a curriculum consultant in mathematics and science for culturally-disadvantaged youth will conduct in-service workshops, conferences, institutes and summer programs. He will be assisted by specialists who will act as resource people for new teachers, observe classes and arrange teacher conferences, work on curriculum construction, and carry out liaison duties with related programs, particularly at the 1-6 level. Curriculum planning at all levels aimed at developing courses of study built and geared to the needs of the disadvantaged is but a part of this project.

The school system will add counselors for guidance advisemdnt and pupil conferences for the disadvantaged; visiting teachers for home visits; nurses to assist the visiting teachers, who will give special attention to the subject matter that is giving the most trouble to disadvantaged students. School psychological services will be extended to help deprived pupils whose problems are sometimes beyond the scope of the normal school routine.

The school will work closely with eleven professional agencies in the community in its effort to demonstrate that the drop-out problem as related to the economically deprived can be improved through making pupils aware of the opportunities that surround them.

A PROGRAM OF INCREASED EDUCATIONAL RESOURCES FOR THE PURPOSE OF MOTIVATING SCHOLASTIC ACHIEVEMENT AMONG EDUCATIONALLY DISADVANTAGED CHILDREN

Estimated Cost - $63,094.00

Although the Mastic School District, located in Suffolk County, is only about 75 miles from the resources of New York City, these resources are not available to most area residents because of the distance and the low socio-economic nature of the community. The 1960 census showed 81 children from low-income or welfare families. The Suffolk County Department of Welfare estimated in April, 1965, that 272 families were receiving public assistance. In April, 1966, the same department estimated 446 children between ages 5 and 18 were receiving Foster Home Care and Dependent Children Aid.

Some evidence of the degree of educational disadvantagement may be gained from the dental needs within the 6th grade group of 235 students. During the year, letters of referral were sent to parents of 40 of this group, stating that these pupils were in great need of dental care.

One particular case cited by the elementary nurse was a sixth-grader whose parents have been receiving letters for the past seven years requesting that he be taken to dentist. The boy's teeth are now merely shells, but the parents allegedly still do not have the money to send him to the dentist and do not feel that it's important anyway.

A questionnaire administered to 142 sixth-graders revealed that 84% eat inadequate breakfasts. Even if toast and a healthful beverage is considered a minimal breakfast, 29% do not have such a breakfast. In this same group, 2.8% come from homes where neither parent works, 4.2% are from one-parent families, 6.3% are from homes in which the mother only works, 20.4% come from homes where both parents work and the pupil returns to an empty house. Of the 85 parents steadily or intermittently employed, 70% are unskilled or semi-skilled workers. A survey of the 73-member graduating class of 1961, indicated that seven went on to academic institutions and three continued in two-year technical schools. Only three of the seven attending the academic institutions completed degree-granting programs, and two of those attending technical schools completed their programs.

The Title I program in this district was operated from July 5 to August 31. Its basic aim was to raise the achievement level in basic learning skills of deprived children entering grades 2 thru 12 in September. Other aims of the program were to provide guidance services, summer recreational activities, small-club activities for students and to provide in-service training for teachers. The program included remedial reading and remedial math classes, an enrichment program, a supplementary activities program, pupil-counselor conferences and parent-counselor evening meetings.

OPERATION ELEVATION

Estimated Cost - $34,000.00

Carmel Central School #2 is located in the southeastern corner of New York State, encompassing the attendance areas of Carmel, Lake Carmel, Kent, Patterson, and East Fishkill. It is estimated that there are 145 children from low-income or welfare families in the attendance area, or a ratio of 4 in 100 students of the school population. The local parochial school has also had the opportunity to participate in the project in all of its various phases.

The project "Operation Elevation" was developed to provide services and opportunities to encourage disadvantaged children to achieve greater success in school by raising their achievement levels. Provision was made for small-group and individual instruction in remedial reading, basic skill development, remedial mathematics and speech correction. Expanded home instruction for the mentally retarded, extension of the library program, and programs to upgrade instruction were also included. Extended psychological services in the home and with the parents were provided during the summer to foster better understanding among parents, students, teachers, caseworkers and the administration.

The main objective of the program has been to give disadvantaged children an opportunity to achieve greater success in school and thus give them a chance to dignify their daily roles in the school and in the community. It is felt that, through dealing with small groups or with individuals, the teachers will better understand how to reach and educationally aid these disadvantaged children.

It is hoped and expected that the program will not be a one-year affair but rather that it will be continuted for several years. Pre-tests have been given to determine those needing aid. Post program tests and classroom teachers' evaluations will help to determine the effectiveness of the program.

A MULTI-BASIS APPROACH FOR AIDING DISADVANTAGED CHILDREN GRADES 1-6

Estimated Cost - $67,196.00

The effort in this multi-basis approach for aiding disadvantaged children was concentrated in the following areas: reading, health services and physical fitness. A committee composed of representatives from eight of the non-public schools and five administrators from the public schools met and decided upon a program that would attack these problems and handicaps of the disadvantaged.

For the reading program, approximately 30 teachers and administrators were enrolled in a summer program at a nearby college and engaged in a course entitled "Diagnosis and Treatment of Reading Difficulties." The group also met each afternoon in the Administration Center of the Cohoes School District for discussion and planning to establish the following goals for the school year:

1. Expand use of materials uniquely suited to the needs of educationally disadvantaged children.
2. Provide a learning environment specially designed to assure daily success experiences.
3. Improve oral communications skills, which must precede careful interpretation of written materials.
4. Improve the reading skills of educationally disadvantaged children.
5. Develop greater proficiency by these children in techniques of reading.
6. Provide for enriching background and experiences of educationally disadvantaged children.

For the health service program, the Cohoes School District expanded health services for the educationally disadvantaged child by contracting for additional medical service to screen entering kindergarten children to identify those who had not had immunization against childhood diseases. It also contracted to double the present psychological services to aid the deprived pupils.

The physical fitness phase of the program was aimed at providing for those deprived pupils, woefully ignorant of even the most basic knowledge of sound health and safety practices, a more adequate understanding of health and safety behavior in such fundamental matters as practical first aid, a healthful diet and the prevention of communicable diseases. It was felt that, without practical knowledge of the basic rules of personal hygiene and safety, the pupils would be denied an equal opportunity to function in today's society. The physical fitness portion of the program had the following goals:

a. Development and improvement of motor skills.

b. Development of the ability to lead and follow.

c. Development of self-understanding and the awareness of others' weaknesses.

d. Development of the concept of individual and group responsibility for civic behavior.

This part of the program was conducted by three certified physical education teachers, who worked with the disadvantaged in grades 1-6 for a six-weeks' period during the summer.

"MOVE AHEAD"

Estimated Cost - $15,349.00

Approximately 125 children from low-income and welfare families reside within the boundaries of the Cuba central school district. The ratio to the total school population is one to nine. The low-income families contain a large number of children, mostly between the ages of 3-13. About 39% of the pupils from the non-deprived group scored, after testing, in the top quartile, while only 4% of the low-income pupils were in this category. Twenty-one of the advantaged children were in the lowest quartile, while about 80% of the low-income children were in this bracket.

A study of the achievement levels of the deprived pupil in the Cuba Central School system indicated that several factors were responsible for low achievement, namely;

1. poor nutrition;
2. a limited experience background;
3. a lack of adequate home supervision;
4. poor school attendance; and
5. limited instructional materials.

The Cuba Central School staff selected reading and arithmetic remediation for a summer program over other needs of the district because of severity of retardation of the large number of pupils involved and because of the universal importance attached to reading and computation. The availability of ESEA, Title I funds stimulated this school to institute a program to meet this need.

The program objectives were:

a. Improvement of educationally disadvantaged pupils' reading skills by using equipment and techniques adapted to the needs of pupils and by providing materials in their fields of interest;

b. Improvement of computational skills and study skills by providing audio-visual materials and equipment appropriate to the teaching of educationally deprived pupils;

c. Improvement of attendance by providing
    1. a nutritional supplement in the morning;
    2. clothing through community resources; and
    3. an emphasis on health and hygiene at home and in school;

d. Encouraging interest in school by providing
    1. reading materials, pictures and books for students to take home;
    2. counseling with pupils and parents; and
    3. cultural activities, including music, art, etc., which were particularly attractive and will assist the pupil in realizing his own potential for a contribution to our society.

Reading periods, varied and interesting, new reading materials and equipment, free expression developed through oral reading, dramatization, story-telling and choral speaking were the approaches used in this summer program.

The district had a trained staff available to use the equipment and materials. The staff submitted summaries of the most promising practices and procedures developed by them for future implementation of the regular school program.

A BROADER HORIZON

Estimated Cost - $11,629.00

The long-range goal of the Title I program at Elba Central School is to develop each student to the very best of his capacity. For pupils with an IQ of at least 90, this will mean eventual re-entry into the regular instructional track. For others, it will provide a solid foundation toward appropriate vocational training.

The 64 children involved are from low-income and welfare families. They are not working at grade level, are not expected to be promoted and have a history of failure and conditional promotion. All of them test low verbally, although high in performance.

Classified as dull-normal, these children are in the 76 to 89 IQ range and are in the fourth, fifth and sixth grades. Their needs were not being met under the previous system, which offered special classes for trainable and educable retardates (IQ of 75 and below) and instruction for regular track pupils with IQs of at least 90, but largely ignored those pupils between the two levels.

Reading will be emphasized, with about 50 percent of the program aimed at improving reading skills in history, science and arithmetic. Materials used are those of a high-interest, low-vocabulary nature. The remaining portion of the program will provide cultural enrichment for students from impoverished areas.

The pupils included in this program will spend some time with the other intermediate grade pupils participating in music, gym, and like classes so as to avoid the "stigma" of special treatment.

GIANT STEP

Estimated Cost - $38,871.00

"Giant Step" was the title given to a six-week's intensified summer program which included reading, physical fitness, oral communication and cultural enrichment, enhanced by a nutritional program involving an adequate breakfast and lunch. This program was put into operation in the Ellenville Central School District on July 5, 1966.

The program was provided in grades 2 thru 6. The majority of these students were at least one grade level behind in reading. Classes averaged 8 children per teacher for about 90 children who were determined to be disadvantaged students.

Regular sessions were held for 3½ hours in the mornings, four days per week. One day per week was devoted to field trips. In the regular morning sessions, ½ hour was used for breakfast, 2½ hours for formal and informal instruction and ½ hour for lunch.

About 90 minutes per day, 4 days per week, were assigned to reading instruction. Another like period for 3 to 4 days per week was devoted to self-expression and creativity thru art. An enrichment program accounted for about 2 hours per week. Physical development activities took another 50 minutes for 2 or 3 days per week. The field trip experiences became the basis for part of the reading program activities. Different groups of parents were invited each week to participate in the breakfast, lunch, and field-trip experiences.

Transportation for all activities was provided by the school. The professional staff for the entire program consisted of two classroom teachers, one art teacher, one physical education teacher and one reading specialist. A reading consultant was employed, and a cultural enrichment personality was used once a week.

In addition to the classes for elementary pupils, an in-service course for teachers directly involved in the project was conducted by a consultant. This course, held before the start of the summer school consisted of 5 weekly meetings of two hours each.

A LEARNING DISABILITIES CENTER

Estimated Cost - $40,874.00

The Fayetteville-Manlius Central School District served by this project includes seven public schools and two non-public schools. Services at the Learning Disabilities Center will be available to the schools in the district in proportion to the number of educationally-deprived children attending these institutions as compared to the total number of educationally-deprived children in the district. Three-hundred sixty-seven public school pupils and 51 non-public school pupils are participating in the program. Registration in the schools in the district is 5,456.

The Learning Disabilities Center, which is the heart of this program, attacks the problem of educational disability through a united approach, including diagnosis, remediation, curriculum development and cultural enrichment. The Learning Disabilities Staff working out of the center will plan its work on a team basis. It will move out to the schools in the district to provide the needed diagnostic and remedial services. Curricular and cultural enrichment planning will be carried on at the center or in selected schools.

The program is designed to improve the educationally deprived child's self-concept through strengthened basic skills, improved parental attitudes towards child and school, better pupil-teacher interaction and broadened range of meaningful experiences.

New and integrated services will include those of a reading diagnostician, reading clinicians, mathematics clinicians, a home-school counselor, an additional school psychologist and a consultant to the slow learner program.

IMPROVEMENT OF THE INSTRUCTIONAL PROGRAM TO MEET THE NEEDS OF DEPRIVED CHILDREN

Estimated Cost - $28,304.00

Holland Patent Central School is situated in a predominantly low-income, rural upstate New York area, which has been designated as one of the critical unemployment areas in the nation due to phase-out operations at Griffiths Air Force Base in Rome and permanent lay-offs in many manufacturing plants in the Utica-Rome area. In addition, the school district lies in one of the state's largest dairy areas. During the last few years, this industry has also suffered severe financial set backs. As a result of these environmental influences, many of the students in this district can be considered disadvantaged.

The Holland Patent Central School planned its Title I project for improvement of its instructional program as a primary means for improving the educational attainment of the deprived children in its district. The aim was to develop a more positive attitude toward school in these students and to motivate them to maintain a steady pace in educational pursuits through better provisions for their intellectual, emotional and physical development.

Identification of the students who participated in the program was done during the spring months. 170 students were selected.

The project centered on a six-week summer program with emphasis on individual and small-group instruction in reading, speech correction and adapted physical education. Special services were also provided by a guidance counselor, a psychologist, psychiatrist, a school nurse and a school physician.

One of the biggest factors in improving the instructional program was the employment of specialized personnel and the increased involvement of the regular professional staff. This involvement was accomplished through in-service training for those teachers who worked with the deprived pupils; faculty committee participation in curriculum revision; provision of consultant services to assist these teachers and stipends for two members to attend a Cornell University workshop on disadvantaged youth.

An important part of the summer program for the staff were the two-week workshops to improve and adapt curriculum for meeting the needs of disadvantaged pupils. These workshops involved five or six staff members and a consultant. Elementary teachers concentrated on the areas of social studies or science. Secondary teachers discussed English and social studies as core subjects and mathematics and science.

An inventory of the program to determine its progress was taken at its conclusion through State-recommended group tests administered to the participating pupils and the collating of group and individual reports from the curriculum committees, workshop participants and consultants.

A CURRICULAR PROGRAM FOR THE EDUCATIONALLY DISADVANTAGED NINTH GRADE STUDENT

Estimated Cost - $9,010

The Hudson Falls school system would like to reduce the potential number of ninth grade drop-outs who might leave school because of their inability to appreciate or achieve in the required subject areas of English and social studies. The staff wants to bring about higher levels of pupil success by providing a classroom atmosphere more conducive to learning, by increasing learning motivation and by improving the reading and articulation of the slow-learner.

The initial summer program was concerned with selected ninth-grade students. In succeeding years the project will be extended to include students from grades 10, 11, 12.

The program was organized for slow learners in English and social studies. It was designed to meet more effectively the demonstrated needs and capabilities of the slow-learner through syllabi which stressed development of skills, especially the language arts skills of reading and writing. Testing and subject-area achievement have demonstrated that such a program was necessary.

Title I funds were used to employ six teachers from the regular staff of English and social studies teachers during the summer. A team of three teachers selected materials and prepared a syllabus for a ninth-grade slow-learner course in social studies. Another team of three did the same for the English curriculum. Each team was composed of a department chairman or master teacher and two other teachers. They were under the direct supervision of the Federal Aid Coordinator during the five-week seminar.

EXPAND AND IMPROVE CURRENT EDUCATIONAL SERVICES FOR DISADVANTAGED STUDENTS

Estimated Cost - $44,125.00

Of the 2,767 youngsters in the Ilion School District, 123 were eligible to participate in the district's Title I project. This number included public as well as non-public school pupils.

The program was developed in four phases:

Phase one broadened library services available to disadvantaged students. This increased service required the addition of a librarian and a library clerk in each target school to improve the ratio of staff to students served and to assure more time for these facilities to be open under an adequately trained staff.

Phase two emphasized additional attention in the area of remedial reading. Two skilled reading teachers were employed to work with classroom teachers to diagnose, through appropriate testing and observation, student reading weaknesses and needs. A follow-up program was designed to reinforce the regular classroom program. The regular program was also supplemented with individual and small-group corrective treatment, carried out in a laboratory setting. The laboratory was equipped with currently-approved teaching aids, including controlled readers, commercially-prepared reading kits, appropriate visual aids and supplementary reading textbook materials.

Phase three expanded pupil personnel services to supplement those provided in part or to introduce new services. Additional staff employed included an elementary school counselor, a half-time senior high school guidance counselor, a coordinator of guidance, a psychologist, a home-school social worker and a speech specialist.

Phase four consisted of an expansion of the summer school program to involve students in grades 2-12 and to broaden the subject offerings. The expanded program was planned to strengthen and broaden the levels of achievement of disadvantaged students by providing them with extra help during the added teaching time.

PROGRAM FOR THE EDUCATIONALLY DEPRIVED IN LANGUAGE ARTS AND MATH BASIC SKILLS, AND A PRE-KINDERGARTEN PROGRAM

Estimated Cost - $19,675.00

Interlaken Central School, a suburban school located in the Finger Lakes region of New York State, inaugurated a program for the educationally deprived in language arts and math basic skills with funds provided by Title I, ESEA. Competency in these areas is generally considered necessary for success in school.

The program was primarily designed to assist children functioning scholastically below the 30th percentile in the basic skills essential to mathematics. Some of the children who participated in the program lacked motivation, some lacked skills essential to scholastic success, and others had experienced various related difficulties. The program permitted teachers to work with a very small group of children at any one time, thereby allowing opportunities for more individualized instruction.

The objectives of the language arts and math phase of the program were to identify specific problems, and to provide for individualized instruction. The instructional materials used ranged from pre-school level through high school. During the second semester of the school year, pupils from grades 5 thru 9 daily received one 40-minute period of small-group instruction. During the summer, children received one 90-minute period of instruction each day.

The pre-kindergarten section of the program assisted deprived children in acquiring skills necessary for a successful kindergarten year. Pre-school children were in attendance during the summer for a 3-hour daily period of orientation and instruction.

Students in all sections of the program received a free lunch, and buses were provided for all educationally-deprived children.

Assistance under Title II made available to the students improved reference resources as well as improved general library materials.

MEETING THE NEEDS OF THE EDUCATIONALLY DISADVANTAGED THROUGH COMPENSATORY PROGRAMS

Estimated Cost - $173,547.00

The City of Ithaca project encompassed the addition of critically-needed personnel, services and equipment for the six public and non-public schools having the largest concentration of disadvantaged pupils. The basic approach was the individualization of instruction and the application of whatever supportive services necessary for enhancing the educational attainment of these children.

One special educational activity initiated was an all-day pre-school program, which included a hot noon-time meal, morning and afternoon snacks and rest periods. Activities were educationally oriented.

To meet one special educational need, a remedial and developmental reading program was instituted. Identification of serious reading difficulties was made by psychologists and reading specialists. The specialists then continued the program to correct these difficulties and to develop proper reading skills.

Another special service was the identification of children with speech and hearing difficulties. This was followed by a corrective program involving special personnel and equipment.

A program of attitude development for emotionally maladjusted children was planned around social experiences in class activities, group play and field trips which would reinforce positive attitudes toward the self and the school.

Home-school relationships were strengthened through home visits by teachers and the school social worker to enlist the support and cooperation of parents. Parents were urged to participate in school activities and special group discussion meetings with teachers and the auxiliary services staff. Consultants were invited to the group meetings to discuss problems of health, child rearing and nutrition.

Periodic evaluation of educational achievement and changes in behavior patterns has been an integral part of the program.

A PROGRAM FOR THE IDENTIFICATION OF AND ALLEVIATION AND REMEDIATION FOR EDUCATIONALLY DEPRIVED CHILDREN

Estimated Cost - $43,382.00

Essentially the Johnson City Central School is anxious to provide experiences for effective living, eliminate complex subjects of questionable value and concentrate on encouraging the deprived pupil to learn sufficiently to make independent decisions. Approximately 265 children, or 6.7 percent of the school population, come from low-income and welfare families.

The project consisted of three components, each of which was structured to meet special educational needs of these pupils. All of the project components were conducted during varying periods of time during the summer of 1966. This was the time when professional staff was available and had the time to concentrate intensively on the needs of the educationally and economically deprived children being educated in the attendance area.

Project component one was related to teachers working together on a basic curriculum for slow learners who had a history of successive failure under regular curricular standards. The staff felt that educationally deprived children needed to be challenged by a level of instruction which would offer a promise of success, not constant failure after failure.

The workshop phase of this component was concerned with basic programs in grades 7-12 through development of new curriculum approaches and revision of other curricular areas. The resultant rescheduling of subjects by the guidance counselors permitted the pupils to begin the new school year with the feeling that success was attainable.

Project component two called for small-group instruction during a summer session established in two centers in the district, each center operated by a team of three persons; a reading teacher, a librarian and a teacher aide, who could concentrate on those pupils most in need of individualized instruction.

The school wanted to increase reading skills in both word identification and word meaning, develop good reading habits and produce a lasting interest in reading.

Project component three aimed to identify and screen emotionally disturbed pupils and properly place them in the school program. A professional team consisting of a psychiatrist and a psychologist worked in cooperation with the local mental health clinic. It was believed possible to screen carefully emotionally disturbed children so that they could be identified according to the degree and nature of their emotional problems. Follow-up included proper placement of the child in a school environment which would best meet his needs.

TO IMPROVE THE EDUCATION OF DISADVANTAGED CHILDREN THROUGH ADDED SPECIAL CLASSES, SOCIAL CASEWORK SERVICES AND REMEDIAL SERVICES

Estimated Cost - $37,170.96

The Lakeland Public Schools, together with the non-public schools located in the district, planned an ambitious four-part program designed to encourage students who were performing below average and came from low-income or welfare families. The administration believed that, unless a special program was provided, most of the pupils involved would continue to meet failure and would drop out of school. About 102 disadvantaged pupils participated in the program.

The Lakeland educators introduced two additional "effort-progress" classes, one at the middle-school level and the other at the high-school level, for pupils of low ability and performance who had been unable to achieve success in "general" sections. These two classes, of 15 pupils each, spent most of their school day with one teacher. Many participated in a work-study program.

Two additional social workers were added to the professional staff in an effort to relieve the case load of the present staff. A remedial reading teacher was assigned to work with the two non-public schools. New courses of study and accompanying curriculum materials in the high-school social studies and English programs were developed by seven teachers during the summer for use during the new school year.

All phases of the program were intended to raise performance level, to improve self-confidence and self-reliance and to keep the pupils in school learning useful skills until high school graduation.

FOCUS ON BASIC SKILLS AND CULTURAL ENRICHMENT

Estimated Cost - $39,273.00

One section of the Manhasset School District is of extremely low socio-economic level and contains a range of housing extending from single family homes to private multiple dwellings and a low-income public-housing project containing 150 apartments. The population of this area is approximately 95% Negro, and the Nassau County Economic Opportunity Commission has designated the area as one of fifteen pockets of poverty in the community, in a county which has an extraordinarily high degree of wealth.

There is no school located in the area. Ninety percent of the children attend nearby public schools (K-12) and ten percent attend a non-public school.

The intent of this project, funded under Title I, ESEA, was to help improve basic skills in reading, verbal and self expression, arithmetic and study habits so that the pupils could get full value out of the unusually good instructional program in the local schools. The project was in large part an attempt to close the achievement gap which separates the low socio-economic, largely Negro, school population from the middle and high socio-economic, largely white, population and thus promote the cause of racial integration. The project services were not located in a single school building. Seven different schools which children from the poverty area attend were involved in the program, and non-public school pupils participated on exactly the same basis as the public school pupils.

A cluster of para-professional services were offered. These services were provided to the project children during the spring and summer of 1966. Services during the spring were scheduled during the regular school day; some provided jointly with normal classroom teaching and some outside the classroom. Summer service was provided in two specially created remedial centers, one for grades K-6 and the other for grades 7-12. The broad outline for the spring and summer programs was formulated in a series of meetings between public and non-public administrative personnel and was endorsed by the combined group.

Student programming was arranged after initial screening at the classroom-level, followed by further screening by the program director. Remedial-time allocations from child to child varied, depending on a number of factors, ranging from the results of an analysis of educational deficiencies to the ability of the child to profit from such instruction.

The summer program was organized to provide individual and small-group (3-5) instruction in the basic skills and to incorporate a series of culturally broadening experiences for the children from the poverty area. Toward this end a series of weekly trips were provided, taking children to a wide range of points of cultural interest in the metropolitan New York and Long Island areas. Teachers who had been working with the children--particularly in the verbalization area--accompanied the field trips, which were used to furnish background materials for the program in acquiring skill and ease of verbal expression, both oral and written. Parents were encouraged to accompany the children.

OPERATION RAMP

Estimated Cost - $57,082.00

No child can develop his potential talents and skills to his fullest degree if he is handicapped by environmental circumstances that impede or discourage his efforts. Unfortunately, many areas, because of geographic location, economic circumstances, or other special situations, are unable to furnish the environmental and economic opportunities needed.

Such a district is the Central School District of Mooers, New York, which is handicapped by a difficult geographic location in northern New York state near the Canadian border and no major local industry. Additional complication is presented by the difficulty of communicating with the considerable number of French-Canadians who have immigrated to the area.

It is estimated that one of every eight pupils comes from families who are dependent on welfare. Almost half of the pupils in the school population have been identified as educationally disadvantaged.

To remedy this situation, Operation RAMP (reading, art, music and physical education) has been instituted in this district. This operation involves an intensive remedial reading program, complimented by an in-service training in remedial reading for teachers K-12. Two teachers to give intensive remedial training and a new basic reading text have been added.

In order that the pupils may broaden their horizons, the art offerings will be greatly enlarged both through an expanded use of audio-visual materials and through field trips to art museums. The enriching field of music will be expanded for the Mooers pupils so that they may, by viewing color television and filmstrips, listening to recordings and tapes and attending concerts, become aware of the extent and value of its literature.

However, to enjoy fully enrichment activities, pupils must be physically fit. Therefore, an intensive physical education and remedial health program has been introduced with emphasis on rhythms, calisthenics and gymnastics, to develop not only muscles but also physical self-assurance.

This program is truly a "RAMP" to better days for the youth of a geographically unfortunate area.

SPECIAL REMEDIAL HELP IN ARITHMETIC AND READING

Estimated Cost - $5,755.00

Mt. Upton recognizes that proper corrective help must be provided early in the child's education and therefore has placed emphasis on a remedial program at the elementary level. The program, broad in scope, is directed toward small-group organization and instruction, thus enabling the teacher to make adjustments to fit the needs of each child. Emphasis on small-group instruction and individual help will provide the corrective assistance so necessary for the child in order that he may experience success.

A pre-kindergarten class provides a program to develop the child's emotional and social potential, to help the child get wider and more varied experiences in order to broaden his horizons and to develop a climate of confidence for the child which encourages him to want to learn.

By the end of the school year, many first graders are classified as "just getting ready to read". By continuing their schooling in the summer, these children can progress so that they will not fall behind in their academic progress.

In grades 2-6, the program is designed to help those pupils who are definitely below achievement or grade level in reading and arithmetic.

An addition of nine teachers, so that the pupil teacher ratio will be 6 or 8 to 1, will permit each teacher to devote extensive time with the child having particular difficulty in reading and arithmetic. With this continued program, the Mt. Upton staff expects to have fewer children deficient in reading and arithmetic.

IMPROVEMENT OF EDUCATIONALLY-DEPRIVED CHILDREN OF ELEMENTARY AND JUNIOR HIGH SCHOOL AGE THROUGH REMEDIATION AND ENRICHMENT IN READING, LIBRARY AND SCIENCE

Estimated Cost - $18,025.00

Under Title I, ESEA, the Newfield Central School District initiated a three-phase project for improving the achievement of educationally-deprived children through remediation and enrichment in reading, library and science skills.

The reading phase of the program was an attempt to help pupils overcome reading disabilities because it was found that in grades 1-8 many of the deprived were reading one, two or more years below grade-level expectancy. The program was offered during the school year to 157 pupils who were retarded readers, due in part to the lack of books, magazines and other such materials at home. Tt was also extended into a summer school, a half day, five days per week, for a period of six weeks.

The Newfield staff realized that great or extended improvement in reading attainment was not to be expected in one year nor perhaps in the immediate future. They were aware that success would depend on parental involvement, on modifying the child's environment--his incentive to read and learn--and on the provision for additional staff, small-group instruction and new and varied materials which would give the deprived children a much better chance to experience success at an early age.

The aim of the library phase of this program was to further skill in locating and using various types of materials found in the well-organized library and to improve reading ability by having books available which the pupils could read, with a resource person present the guide their selection.

In the science phase the equipment provided with Title I funds permitted more of the children to participate individually in activities so that they received experiences in science at all levels commensurate with their interests and abilities. Prior to this, individual help and project work had not been possible because of the lack of adequate facilities. Science activities for the elementary level pupils will be coordinated through the use of an integrated curriculum and the addition of sufficient equipment to meet program needs.

NOT MORE OF THE SAME

Estimated Cost - $77,950.00

The North Syracuse Central School system encompasses a large area of approximately sixty-five square miles. It is directly adjacent to the City of Syracuse and has eight elementary units, two junior high schools and one senior high school. The sociological setting includes urban areas, suburban developments and large areas of semi-rural property.

The district is using Title I funds for extended education in centers established in two elementary schools in the district where there is a need to combat the effects of "pockets of poverty". This Title I project will accomodate 300 children in the two centers. Participation will include both public and non-public school pupils. Extra experiences in language arts, mathematics, science and social studies of a remedial and enrichment nature will be offered on an extended recreational and educational school-day and school-year basis. A speech therapist now serving the public school will be available to the non-public school pupils.

The proposal, designed to meet the special needs of the deprived pupils, will:

1. provide, establish and extend a developmental and corrective reading program;
2. provide, establish and extend a developmental and remedial arithmetic program;
3. provide additional teaching personnel to reduce class size and to provide laboratory opportunities in basic skills; teacher aides to reduce the clerical tasks of the classroom teachers; in-service training for teachers serving the educationally deprived; a program of social service for pupils and parents of the district; and a program in home management and family living utilizing the extended school day; and
4. provide a series of field trips to extend cultural and educational opportunities.

Through the use of the extended school day, the North Syracuse program will provide additional enrichment experiences to help children grow and increase their readiness to learn and to improve "self-image" and understanding of the environment. Through additional contact with understanding adults (teacher, social worker, arts and crafts teacher, nurse) the children will have broader experiences with adults who know and understand children.

SUMMER SCHOOL FOR EDUCATIONALLY DEPRIVED CHILDREN IN GRADES K-8

Estimated Cost - $39,745.00

The Scotia-Glenville Central School District #2 is located in the town of Glenville, Schenectady County. It has a public and non-public school population of about 4,720 children, of whom about 139 come from either welfare or low-income families.

The district's project funded under Title I was designed to serve educationally-deprived children in grades K-8 from both the central school and St. Joseph's Parochial School. A summer school was set up, consisting of two units. The first unit involved students who had attended kindergarten through grade 6 during the preceding school year. The second unit pertained to students in grades 7 and 8. Classes were conducted for 2½ hours per day on week-day mornings from July 5th thru July 29th.

The purpose of the project was to assist the educationally deprived in grades K-8 who were either:

1. underachieving in reading and/or mathematics by 25 percentile points or more as measured by standardized tests of scholastic aptitude and achievement;
2. achieving one grade level or more below placement;
3. significantly underachieving according to teacher judgment, which judgment, in the case of kindergarten pupils, was supported by evidence from a reading readiness test; or
4. in grades 7 and 8, were borderline or failing in one or more academic subjects.

Small classes of 6 to 10 children and special instruction designed to motivate the pupils into wanting to learn formed the basic foundation of the project. The project aimed at greater reading readiness for the group in kindergarten and first grade and at more competence in the basic skills in reading, arithmetic and other academic areas in the higher grades. It also tried to increase development of work-study skills and to encourage more extensive use of library resources. Children worked with qualified teachers, many being specialists in their fields. A reading consultant was used in the junior high unit to establish a program to be followed by reading instructors. The reading consultant also assisted other teachers as needed. Transportation was provided for both public and non-public children residing in the district.

The effectiveness of the program was determined by pre-and post-testing and by using informal and standard evaluative devices during the following school year.

OPERATION BOOTSTRAP

Estimated Cost - $29,797.00

Operation Bootstrap is a program planned by administrators and teachers of both public and non-public schools, working with special resource people such as the school counselors, the school social worker and the school psychologist, for 76 children from low-income families in the attendance area of the Watervliet district. It is aimed at improving the educational achievement and cultural background of the disadvantaged pupil. There are 3,198 pupils in the ten public and non-public schools located within the four areas having a high concentration of economically-deprived youngsters.

The project is designed to improve the school environment for learning as well as provide adequate teaching methods and techniques for boys and girls who are educationally disadvantaged and economically deprived. In-service training and experiences for teachers who need additional help in working with children from disadvantaged homes is a phase of this program. Four teachers will attend summer secondary-school reading workshops. Four teachers will attend an elementary reading workshop. Two teachers will attend a two-week linguistic workshop to familiarize themselves with emerging developments in this area so that they may work with other teachers assigned to disadvantaged children as part of the program. The plan envisions the participation of students in laboratory experiences, intensive workshop programs, field trips and expanded library experiences.

Teachers and administrators feel that, by using multi-level materials geared to students' interests, providing reading centers for students needing corrective action and stressing the importance of accepting responsibility in their daily work, students will be helped to realize their potential.

Substantially the project will:

1. improve the reading program through additional services, which will be developmental, corrective and remedial. Instruction will be provided for thirty minutes a day and as frequently as scheduling of available personnel will permit.

2. raise the cultural level of the deprived children through enrichment opportunities, so that they have an awareness of the greater society of which they must become a part.

3. extend pupil personnel services through the additional services of a teacher-librarian, speech-teacher-therapist, guidance counselor, social worker, dental hygienist, school nurse, school physician and school psychologist. Employment of the force during the summer will lay the groundwork for the continuation of the program in the next school year.

The school district will conduct full-day institutes to discuss educational innovations which may be of special help in working with educationally-deprived children. These will be held in conjunction with the State Education Department's Center for Educational Innovation.

BASIC INSTRUCTION AND PERSONNEL SERVICES

Estimated Cost - $25,499.00

Educationally disadvantaged pupils at the Wayne Central School were offered basic academic and supportive services which would enable them to take a more active role in the academic life of the school. This project was designed for 420 pupils from low-income families, from a total pupil population numbering 2,425.

The school district's three-phase project involved an elementary component, a junior-senior high component and a social work component. The factor common to all three was the concentration of additional personnel to work with the disadvantaged. The planning phase of this program consisted of recruitment, thus giving the administration and its consultant an opportunity to obtain, assess and place personnel.

The purpose of this program was the reduction of class size in order to allow the classroom teacher to spend more time with the disadvantaged, thus raising aspiration level and increasing learning motivation in the more severely disadvantaged. The small-class situation resulted in tutorial and intensified instruction for the deprived youngsters.

Two certified classroom teachers were added to the staff, as well as seven full-time aides, who were shared among the elementary classroom teachers. One instructional aide was available for audio-visual work. In the junior-senior high school, a certified science teacher and the equivalent of one full-time aide in English, social studies, science-mathematics and library provided the extra staffing needed to work with the disadvantaged. A qualified social worker was hired to perform the duties of an attendance officer in an effort to strengthen the ties among the pupil, the school and the home.

CORRECTIVE AND REMEDIAL SUMMER ELEMENTARY PROGRAM

Estimated Cost - $17,229.06

The summer program at the Wilson Central School was designed to meet the needs of educationally disadvantaged and economically deprived children who attend the public and non-public schools in the district. It involved 75 children residing with parents on relief and/or parents who earn less than $2,000 per year.

Emphasis was placed on small-group instruction in the academic areas of reading, mathematics and language arts. It had been found that the disadvantaged pupils responded best to small-group and one-to-one instruction, so an attempt was made to provide an atmosphere of individualized instruction. Specific improvement in the basic skills and enrichment through individualized instruction were the established goals of this program.

Seven elementary classrooms were operated, with approximately eleven children per class. Seven college students preparing to be elementary teachers assisted the regular, certified teachers as aides.

A majority of the pupils enrolled were involved in the reading program. Reading instruction was held for one hour each day, concentrating on developing and improving reading skills, using special materials. The library was also used, with each student assigned to daily library instruction.

The summer school mathematics program emphasized the improvement of fundamental computational skills. Each student received individualized instruction to prepare him better for successful modern mathematics experiences.

The language arts program was organized around improvement of the communications skills, particularly composition, spelling and literature. The basic composition program allowed students to proceed at their own rate through a series of sequential lessons and writing assignments.

A mathematics and a reading consultant were hired to conduct orientation workshops with the classroom teachers, to serve as resource persons, to supervise testing and placement of individual students and to evaluate the program in his subject area.

Student progress was reported to the regular classroom teachers. Evaluation procedures were so organized that students could be followed for an entire year in order that gains may be properly assessed.

AN EXTENDED INSTRUMENTAL MUSIC PROGRAM

Estimated Cost - $23,963.25

The Schenectady City School District instituted a project to enable economically disadvantaged children to expand their cultural involvement through instrumental music.

Since the existing junior and senior high school instrumental music program in the district prescribed that students either purchase or rent instruments and that they pay a fee for instrumental lessons, many disadvantaged children had been unable to participate. Also the reservoir of school instruments had been inadequate to care for such children; thus the privilege of instrumental study had been denied them.

The project provided funds for the purchase of instruments which could be loaned to these pupils. Free instruction was provided by two music teachers.

To help motivate the students, programs of a musical nature were brought to the target schools through project-sponsored assemblies. Also, attendance at concerts outside the schools was made possible through the purchase of tickets and the provision of transportation.

A subjective evaluation of the progress of each pupil studying under the project was made by his instrumental teacher.

A SUMMER PROGRAM IN KEY PUNCH AND RELATED DATA PROCESSING FOR POTENTIAL DROP-OUT STUDENTS 10-12

Estimated Cost - $5,455.00

The Beacon School District established a summer program in the field of key punch and related data processing skills for educationally disadvantaged and low-achieving potential dropout students in grades 10-12. It was felt that a number of these students, after experiencing success in this summer program, would be encouraged to return to school in the fall.

The district had already pioneered in this field through the inclusion of one class in key-punch instruction in the regular school year. The project additionally represented an attempt to revise further the curricular offerings in the business department to include training in and familiarity with automated data processing.

The objectives of the project were:

1. to train in a marketable skill a selected group of educationally disadvantaged senior high school students;
2. to improve student motivation and attitudes toward school through achievement in a burgeoning area of employment;
3. to use the experience of the summer program in revising the curriculum of the Business Education Department;
4. to motivate a portion of the students in the summer program to continue in the field of automated data processing during the regular school year; and
5. to utilize the existing data processing center equipment in determining criteria to be used for analyzing student data.

The maximum number of students participating was 30, and they were divided into two sections, each meeting two hours per day, five days per week, for six weeks. They received a total of 60 clock hours of instruction. A trained teacher of data processing instructed the pupils.

WOODWORKING FOR THE EDUCATIONALLY DISADVANTAGED

Estimated Cost - $1,700.97

Monticello Central School serves a rural school district in southeastern New York. Of 3,000 students in the district, 210 are educationally and economically disadvantaged.

In this district one of the problems is that a number of students reach the age of 16 while attending ninth grade and find it necessary to leave school in order to obtain employment and help support their families. The majority of these pupils are below average in mental ability, and the kinds of work they can perform are limited. At the same time, there exists in this area a wide range of job opportunities in the building trades. If these students were better prepared, they would be eligible to apply for some of these jobs.

This project was designed to provide these boys with the experiences and skills necessary to use various tools, materials and equipment that would enhance their value to builders.

The program was taught in the Monticello High School wood shop. It consisted of demonstrations and related lessons in proper procedures and operations in woodworking. Following this periodic instruction, the students applied the methods and information learned to constructing useful and meaningful projects. The students worked with various types of wood, machines, tools and finishes.

The program consisted of 90-minute sessions daily for each group for a period of six weeks. 45 boys received instruction. Classes were organized in groups of 15.

Evaluation was made through comparison tests given at the beginning and the end of the program.

ORNAMENTAL HORTICULTURE

Estimated Cost - $19,240.00

Ornamental Horticulture (D.O.T. 0-35.05) involves the biological sciences concerned with orchard and garden plnats, such as fruits, vegetables, flowers, ornamental plants and nursery stock. Horticulturists develop new plant varieties and improved methods of growing and plan the development and maintenance of grounds and landscapes for beautification in urban areas.

The Niagara Falls Public School System provides instruction in vocational horticulture training for persons over 14 years of age and those who have attained ninth-grade standing and who have the ability to profit from and will succeed in such instruction. Instruction is based on individual needs determined for entry levels of employment, including self-employment.

Classes are organized for full-time students with handicaps which prevent them from profiting from classes in the regular academic subjects. These classes are flexible enough to provide intensive, modified or adjusted instruction, such as ungraded or other types of instruction or training based on individual needs and abilities.

The program is conducted and developed by consultations with local employers, the New York State Employment Service and other groups of individuals having skills and knowledge relating to the horticulture field and employment opportunities in it. The curriculum will be a three-year vocational program, with half of the school day allotted to the requirements outlined for the horticulture course.

Individuals are admitted to classes and provided instruction in this occupational field on the basis of their potential for achieving competence in it. Exceptions are individuals having academic and other handicaps. For students of limited ability, a supervised work experience program will be developed, in which the major part of the school day will be spent in the laboratory greenhouse.

The Niagara Falls School District provides academic classrooms, guidance counselors, libraries and other facilities which will enable the horticulture trainees to meet the occupational objectives for which this educational program is intended.

PROJECT---ASPIRATION

Estimated Cost - $22,114.00

Thirty years ago, the typewriter was a mechanical device not to be touched by the fifth grader and also an item to be found in very few homes. But times have changed, and the City of Rochester can prove it.

The City of Rochester found, as a result of experiments during the past two years with Saturday-morning classes in typing for elementary pupils, that such a project was sufficiently satisfactory to indicate that implementation of it through this Title I program would be effective. Teachers noted that children spelled better, read and wrote better, wrote more neatly, took a greater pride in their work, were more successful and more confident in preparing written work, acquired a useful skills, learned and acquired an interest in clerical work and valued their typewriter as a status symbol in which they took personal pride.

Five elementary schools of the inner city gave typewriting instruction to a fifth-grade class, a typing teacher worked in cooperation with the regular classroom teacher, and pupils were allowed to take portable typewriters home. Related activities to follow the typing experience include an elementary teaching unit on the typist, the stenographer and other office workers, typing demonstrations, and trips to banks,etc.

Research, while not conclusive, indicated that the use of the typewriter motivated children to produce more and better written materials. Plans call for extending the program into the 6th and 7th grades.

PHYSICAL FITNESS PROGRAM

Estimated Cost - $6,000.00

One of the projects organized by the East Rochester School District which was approved for funding under Title I, ESEA, established a six-weeks' summer program to improve the general physical condition of children from low-income families. Since there has recently been tremendous interest in the total fitness of children for learning, with particular emphasis on physical fitness, such a program was considered to be meet special educational needs.

Students ages 8-17 from the public and non-public schools were pre-tested during the spring, using New York State screening tests. Those who scored low were urged to participate in the summer program. About 150 students were thus involved in the program.

The program was planned to provide positive organized summer experiences in physical fitness and recreation. The activities constituting the program included lead-up games, complete body conditioning, apparatus and tumbling, obstacle course and relay games, swimming and track. The indoor swimming pool, two gymnasia, the fields and the track at the high school were all utilized.

Classes were scheduled separately for the intermediate and junior high school age groups. Every effort was made to individualize instruction, especially with children from the lower grades.

Progress reports were kept, and post-testing was given to determine improvement.

SUMMER RECREATIONAL PROGRAM FOR THE DISADVANTAGED STUDENT

Estimated Cost - $6,480.00

Roscoe Central School is in a rural district of northeastern New York. It is estimated that there are about 60 children from low-income or welfare families in the district; thus about 1 out of every 8 children comes from such a family. There are no private schools in the district.

The district's summer project provided a wholesome recreational program for the disadvantaged students, giving them the opportunity to enjoy "useful and meaningful experiences during their leisure time".

Educationally-deprived children were identified by means of a testing program, psychological reports and teacher evaluations. Experienced personnel were hired to teach and supervise this project for grades K through 12, as well as for older youths in the disadvantaged group.

A swimming program of 10-weeks' duration included 6 weeks of instructional swimming and 4 weeks of review and free swimming. The swimming program ran 7 days per week, with 4 days devoted to instruction and 3 days for testing, free swimming, and swimming field days.

A boys' and girls' recreation program emphasized physical fitness, group games, team sports, individual and dual activities and field trips. An arts and crafts project was conducted for 6 weeks, meeting 4 mornings a week.

This program taught the meaning and value of recreation to children whose background and economic status had prevented them from having enjoyed such recreational experiences. The program attempted to teach the wise use of leisure time and the value of balanced living to relieve tensions and strains.

A PRE-SCHOOL SUMMER PROGRAM

Estimated Cost - $7,690.00

In the Cherry Valley Central School system, a district of 535 pupils (K-12), 82 children are reported to be from low-income and welfare families. A school survey indicated that one out of every three of the elementary pupils could be classified as educationally deprived.

The district decided that the best point at which to combat disadvantagement was at the pre-school level and proceeded to establish a summer program to help young children develop a readiness for and an identity with school. The program also concerned itself with the health and physical development of these children, with developing an awareness of self and of belonging to a group and with the relationship between the school and the children's parents.

The program provided varied experiences to enlarge the children's cultural background. These included indoor and outdoor play and short field trips. Many educational toys and play equipment were made available. Storytime on a variety of subjects was scheduled. A variety of musical listening and singing experiences was planned in conjunction with a rhythm band.

Parents were encouraged to become involved in the program through home visits and interviews and by providing supervision on the short field excursions to such places as the post office, the fire station, a grocery store, etc.

Teacher observations were sent along to the kindergarten teachers who received these children at the fall term.

PRE-SCHOOL PROJECT

Estimated Cost - $6,730.00

Representing a sparsely settled rural area, the Owen D. Young Central School decided to establish a local-action summer program to help children of limited opportunity who would be entering kindergarten in the fall. This would give disadvantaged four-year-olds a chance to start school on more even terms with their peers through providing varied background experiences. It was hoped this would make the introduction to school a happy one.

The project was planned to offer opportunities for the children's emotional growth and development through developing socially an awareness of self as an individual and as a member of a group. It aimed at opening their minds to the world around them and at broadening their horizons.

Many chances were given to these children to develop self-confidence through experiencing success so that they would develop a desire to learn and to do their best in later school experiences.

The whole child was also dealt with through attention to improving his health and physical development. Each child had a chance to become acquainted with a doctor, a nurse and other special service people.

The summer program included indoor and outdoor play; musical activities; books; community walks to the neighborhood grocery store, post office, library and fire department and bus trips to the Farmer's Museum in Cooperstown and to other places of educational and cultural value. Special programs included a puppet show, a story teller and a program provided by a local couple, owners and operators of a toy museum. The kindergarten room and equipment was used. The school cafeteria, nurse's office, gymnasium, swimming pool and outdoor playground were also utilized.

Kindergarten teachers were asked to compare the readiness of this group with other beginning students. Parental comments and criticisms were sought as well as community reactions to the program.

PRE-SCHOOL PROGRAM FOR CULTURALLY DIFFERENT AND FOR EDUCATIONALLY DEPRIVED YOUNGER CHILDREN

Estimated Cost - $17,276.00

Ramapo Central School District #2, in Spring Valley, decided to devote its Title I funds to the pre-school children in its area. As its project title suggests, it worked with a limited group. These were children from low-income families whose brothers and sisters had shown a below-average school success history and children from low-middle income homes who had exhibited a lack of preparedness for a successful school life.

The educationally deprived were considered to be those who, in the absence of gross physical, mental or emotional handicaps, were so identified by applying the following criteria:

(a) Previous histories of older brothers or sisters who had academic difficulties.

(b) Reports of social workers from the County Welfare Department, ascertaining families most in need, and home visits by these workers to apprise project staff of home situations.

(c) Observations of educational deprivation by the social workers in home visits and by the program director during individual screening conferences with parents and children at the school.

The program was particularly designed for four-year-olds with different background experiences and cultural environments. About 40 four-year-olds and some others who were to enter school in September were serviced by the program. The school administration felt that these children must develop learning responsiveness. To do this, they must have physical and mental readiness to learn and the desire to learn.

The program aimed at developing a strong home-school relationship to strengthen understanding, build communicative skills, build social skills, achieve a positive sense of self, broaden horizons, build learning responsiveness and encourage creative thinking.

The program included indoor activities (books, puzzles, painting, cutting and pasting, blocks, clean-up); outdoor activities (wheel toys, jungle gym, boxes, blocks, swings, sandboxes, balls, water painting, carpentry); language activities (concrete experiences, vocabulary development, listening and speaking skills); and others.

Pre- and post-testing were used as part of the evaluation of the program.

EMPHASIS---THE TEAM APPROACH

Estimated Cost - $42,134.00

Dansville Central School is located in western New York State, in an area serving 2,600 public and non-public school pupils. The district used Title I funds to organize a team approach to administer a project for 142 children who come from low-income or welfare families.

After a careful study, it was decided that many of the disadvantaged pupils came from large families, with children ranging from primary grades to high school and beyond. Consequently, a system-wide project was inaugurated, utilizing the services of a guidance counselor, school psychologist, two social workers, tutorial teachers, a library teacher-aide and a project director. Wherever legally possible, services were extended to the non-public school. These included counseling, welfare and health, social worker services and services of a remedial teacher. The entire program was directed by a qualified guidance person who spent part-time on a system-wide coordination of these services.

Pupils clearly identified as needing remedial instruction in any subject were tutored by a faculty specialist until the need for remedial instruction had been met. The library teacher-aide assisted the regular staff librarian in meeting the special library needs of the disadvantaged pupils.

Those phases of the program which could not be carried out during the normal school day were pursued during the late afternoon or early evening. The social workers worked closely with the disadvantaged pupils, their families, teachers and other school personnel, in an effort to overcome the social and emotional problems which had affected their school work and community relations.

The guidance counselor, school psychologist and social workers set up any programs they deemed advisable to assist the educationally and economically disadvantaged youth and to prepare them for an improved vocational life. Such programs included classroom instruction, enrichment, remedial and tutorial help, field trips, remedial health measure, library and improved teaching methods.

Appropriate measures were determined after testing, home visits, analysis of all available records, and conferences with teachers, supervisory personnel and administrators.

EMPLOYMENT OF A SOCIAL WORKER

Estimated Cost - $6,106.00

A Title I project, organized by the Monticello Central School District to serve 210 children from low-income and welfare families, provided for the employment of a social worker to establish liaison among school, parents and community.

This new staff member was made responsible for early identification of educationally disadvantaged children and with follow-through on these cases. Direct assistance was provided to these pupils in helping to overcome social and emotional problems having adverse effects on their school adjustment and progress. In specific problem situations, assistance was given to teachers in interpreting the needs of disadvantaged pupils. Case conferences and discussions of school planning were held with administrators, teachers and other special service personnel.

Some home visitations were made to counsel pupils and parents. Parents were assisted in establishing comfortable and effective contacts with teachers and other school personnel. They were also aided in locating community resources for needed help in solving problems affecting the school progress of their children.

The social worker developed better working contacts with the Family Court, the County Welfare Department and other social and law-enforcement agencies.

COORDINATION OF STUDENT, PARENT AND TEACHER EFFORTS

Estimated Cost - $8,537.00

The Newburgh public school officials conducted a Title I program in the school attendance areas of two elementary schools (K-6) where there were from 350-375 children experiencing a "broken-home environment"--a need for psychological counseling or welfare assistance.

The Newburgh School System appointed two full-time liaison teachers, one for each of the two schools involved. They were people who

1. had rapport with elementary-age children;
2. had had successful and varied elementary classroom teaching experience;
3. had shown a willingness on their own to become involved with children's problems, children's homes and children's parents;
4. had maintained a good rapport with their fellow teachers; and
5. had continued to take course work that has enabled them to understand better the children with whom they were working.

The liaison teachers, working with parents and pupils, helped the parents to understand better the advantages of education and the ability potential of their children. Working with other teachers individually or in groups, they provided more insight into the why of underachievment and of the different attitudes of many of these pupils.

PUPIL PERSONNEL SERVICES PROGRAM

Estimated Cost - $60,997.00

A pupil personnel services program was conducted in this district, with a public school and non-public school population of 7,125. This figure includes 560 children of parents classed as economically disadvantaged. The district is approximately 15 miles long and 7 miles wide, extending along Lake Ontario, with the City of Oswego at the hub. There are 8 public schools and 5 non-public schools in the district, though no one particular "Pocket of Poverty" can be isolated without neglecting the disadvantaged in the rest of the district.

The new administration and the teachers of the district were interested in a more thoroughly coordinated and articulated program in the pupil personnel services field. To that end, project was planned

1. to meet more adequately the needs of educationally-deprived children;
2. to furnish additional services in guidance, social work and school psychological research to the educationally deprived in the public schools;
3. to furnish guidance services (with emphasis on elementary guidance), social work, speech therapy, and school psychological research, which are presently weak areas, to non-public educationally deprived pupils;
4. to demonstrate to the community, the administration and the staff the effectiveness of a pupil personnel services "pool", giving help to deprived students in all the public and non-public schools within the district;
5. to assist the teachers in all schools within the district in understanding deprived children through a cooperative, coordinated and articulated K-12 program in pupil personnel services; and
6. to establish procedures of cooperation among all schools of the District to be incorporated in the future in a permanent educational system encompassing a cooperative, coordinated and articulated K-12 program in all schools.

Six additional professionals supplemented already-existing services in the public schools and initiated services in these schools which had not had such services available, with concentration on the economically and educationally deprived group. A lower staff-pupil ratio will enable the professionals to work with all of the pupils in the public and non-public schools on such valuable projects as:

a. identification of drop-outs and development of curriculum and teaching procedures designed to keep them in school;

b. earlier identification of pupil aptitudes, abilities and weaknesses; and

c. summer school courses or extended yearly programs for the economically and educationally deprived.

The services to the pupil originated with the teaching personnel of the school in the form of a request for special aid from the professionals in the "pool". The request, signed by the teacher, then went to the administrator, who referred it to pupil personnel services. It was then directed to the counselor, social worker, speech therapist or school psychologist. The necessary action was taken by the professionals, and a follow-up made with the administrator and the teacher.

Many community agencies were involved, such as, the Oswego County Probation Department, the State Child Guidance Clinic, the County Mental Health Association, the city and county welfare agencies, the County Board of Health, Catholic Charities, the Salvation Army and civic service clubs.

YOUTH COUNSELING PROGRAM

Estimated Cost - $20,921.00

Every public school educator is only too well aware that he has educationally deprived pupils within his school system. The alert educational organization also has a fairly accurate idea of the identity of many of the pupils who are in this unfortunate group. However, pupil personnel staff are often overworked, and the definite identification of all the educationally-deprived children in any system is extremely difficult. Recognizing this fact, Sidney Central School has introduced a project known as the "Youth Counseling Team."

The team was composed of a school nurse, a guidance director and psychologist. This group was charged not only with the obligation to work with other school and community personnel in identifying the educationally-deprived pupils, but also with the development of a proper remedial program with the aid of the other staff members of the school.

Specifically, the group began by developing operational definitions for the educating of the disadvantaged. Having once defined the entire pupil group, the psychologist, who also served as the project coordinator, completed diagnostic testing of the group.

In the meantime, the nurse-teacher assisted in the identification of pupils by reviewing their health backgrounds, by advising the psychologist on such health information and by setting up a program to improve health services for the pupils involved. The guidance director aided the psychologist in identifying the pupils and then assumed the responsibility of correctly placing the children in the proper academic situations.

The ultimate result of this project will be to improve attendance, to make the classroom teachers aware of the students' problems, to increase the number receiving high school diplomas and to encourage better parent-school relationships.

It will create a specific professional team dedicated to helping directly in all ways that particular group of educationally and culturally deprived youngsters who direly need such special attention.

IMPROVING OF BASIC READING SKILLS

Estimated Cost $7,663.00

A study of children in the Andes Central School revealed that 86 of them belonged in one of the following categories: overage for their grade, poor attendance record, high rate of failure, high drop-out rate and low aspirational level, failing in reading and mathematics. About 1 out of every 3.8 of the pupil population is educationally deprived, most of them coming from low-income and welfare families.

The staff at Andes Central wanted to raise substantially the achievement of the deprived and underprivileged children in grades K-12 by providing tutorial service in reading, mathematics, English and business subjects. This service was provided after regular day school hours and required extra transportation. Cultural field trips were provided for the deprived student. A summer guidance program to allow them to observe and visit trade schools, on-the-job training programs, junior colleges, technical institutes and four-year colleges was also a phase of this project. Potential drop-outs were provided extra guidance and individual attention through individual and family counseling.

Personnel for this project included six teachers specially qualified in the teaching of reading, two teacher aides who helped to reduce the normal classroom load, a secretary for the clerical work related to the program, bus drivers involved in a "second run" to take pupils home, and a summer guidance staff. An SRA reading lab and testing materials were used. Trips included visits to the Scintilla Corporation in Sidney, the Schenectady Welding School, the Oneonta School of Beauty Culture, the New York State Forest Ranger School, the General Electric Apprentice Program in Schenectady and various state institutions and state colleges.

Sixty percent of the Federal Funds for Title I were committed to the BOCES 3rd Delaware District for joint projects. The remainder was used for the project just described.

IMPROVING PERFORMANCE

Estimated Cost - $71,721.00

Located in an economically depressed Mohawk Valley community, the Amsterdam City School District has a student registration of 4,933. Of this number 1,550 pupils in seven of the ten schools come from low-income families and are considered culturally and educationally disadvantaged. The students in these schools represent all levels of academic abilities and achievement and different socio-economic levels and cultural ethnic groups (Negro, Puerto Rican, disadvantaged white, and children in special education classes). In addition, about 623 of the pupils come from outside the district. They live primarily on low income farms, or their parents work in small factories located in the area.

This "Rug City" project was designed to expand, improve and strengthen the elementary and secondary programs. By using Title I funds, the Amsterdam educators added teacher aides at the elementary level who performed non-professional duties, a librarian who assisted in organizing libraries and resource rooms for the disadvantaged and a supervisor of reading who assisted in identifying those children with reading problems. The reading supervisor also analyzed factors creating the problems, arranged for parent conferences and visits, consulted with administrators and teachers and directed a program of in-service training for teachers. The in-service program helped teachers to understand the problems of the educationally and culturally disadvantaged and to develop new methods for the teaching of reading to youngsters on an individual and small-group basis.

The coordinator responsible for the elementary portion of the program found the tutorial very successful. Children voluntarily sought additional assistance in the basic subjects and appreciated this additional opportunity to improve themselves. Learning laboratories are being installed in an effort to improve and develop the curriculum on the elementary level, in line with the objectives of the program.

At the secondary level, a curriculum coordinator conducted in-service sessions; recommended changes in curriculum, especially as related to the educationally handicapped pupil; and served as a consultant to the professional staff. Teacher aides helped relieve teachers of non-professional duties. An additional librarian supervised the library during the evening hours so that the disadvantaged pupils might use the library as a resource center as well as a study center. Other staff members assisted in this phase of the program in order to provide additional tutorial assistance.

Non-public school students were invited to participate in the program, and a schedule was prepared, through the efforts of the public and non-public school teachers, for the use of the learning laboratory facilities after public school hours.

The district arranged for a subjective review of the project through reactions from teachers, parents and students and through questionnaires, informal interviews and group meetings. Academic progress of the pupil was evaluated by tests, reports and observations.

REMEDIAL READING FROM KINDERGARTEN THROUGH THE 6th GRADE

Estimated Cost - $15,992.00

By means of a Title I remedial reading project, the administration of the Haverling Central School in Bath, New York, proposed to advance the level of reading of those students who came from educationally-deprived homes and to concentrate on those pupils who had been reading at least one year behind their class average achievement level. Justification for the project was based upon the premise that the more individual attention given to the pupil the better his chance of reaching a competence level equal to his mental ability.

Group instruction was given to students who were reading at about the same grade level and had similar reading handicaps. Individual instruction was provided pupils having more serious reading problems. A reading specialist was added to the staff for the purpose of working with fifteen of the lowest achievers on a daily basis. Another teacher worked with underachievers in K-3, while a third worked with those in grades 4-6.

The intensive program with slow readers was designed to:

a. re-teach reading skills from pre-primer on;

b. work on visual perception;

c. incorporate use of a controlled reader to teach left-to-right eye movement; and

d. strengthen classroom teaching of reading

Individual records were kept for each of these students by which progress was evaluated.

A CORRECTIVE READING PROGRAM

Estimated Cost - $34,982.00

In the Canastota Central School District, the majority of the pupils reading more than a year below grade level and lacking in experiences and concepts from which reading proficiency is acquired are products of educationally deprived homes. These pupils do not attain the desired success in reading because of specific deficiencies which they are unable to overcome in a regular classroom situation. They need more reading instruction in an expanded corrective program which will be directed toward their individual needs and deficiencies and where they will acquire the reading skills necessary to be more successful in their regular classwork.

On this premise, the district instituted a supplemental corrective reading project. Additional corrective reading teachers were appointed to work with disadvantaged children in grades 3-12. Special reading materials were purchased. With the employment of another librarian, extra library services to enrich and complement the reading program were made possible.

Approximately 240 pupils were served by the project. The type and severity of their reading deficiencies was determined from diagnostic testing and teacher evaluations. Pre- and post-testing aided the corrective reading teachers in evaluating specific, individual growth and improvement.

As part of the overall project, two in-service courses for the improvement of instruction in reading were offered to faculty members involved with disadvantaged pupils. These courses, taught by reading specialists and directed toward separate grade levels, covered identification of reading problems, grouping for instruction, corrective techniques, use of special materials, reading in content areas, recreational reading and interpretation of reading test data.

PRESCRIPTIVE TEACHING FOR TEACHERS

Estimated Cost - $1,517.00

A survey conducted by the faculty and staff of the Carthage Central School District, with the aid of area private schools and representatives of the State University College at Potsdam, identified 100 of the 3,979 registered school pupils as being from low-income families. A Title I project was recommended to increase efficiency in the teaching of reading to these deprived pupils.

The Remedial Reading Workshop offered to teachers is one of several projects in operation in the system, which includes the Central School and the non-public Augustinian Academy. The general objectives were:

(a) to increase teaching ability;

(b) to improve the teaching of reading in the elementary schools;

(c) to introduce newer ideas in the teaching of reading; and

(d) to instill a "reading drive" in the participants.

Specifically, the program was planned to develop teachers' in-depth understanding of the nature of reading. The improvement of their skills concentrated on determining a child's learning-expectancy level and his instructional level, the starting point for teaching reading. Teachers were also guided in making therapeutic diagnoses, understanding learning disabilities and applying techniques and materials geared to overcome individual reading weaknesses.

Dr. Clifford J. Kolson of the State University College at Potsdam was instructor for the workshop, which was carried out in twelve two-hour sessions, with out-of-class assignments and demonstrations. Scores on reading tests administered in the third and sixth grades will be used to measure the program's effectiveness.

IMPROVEMENT OF READING INSTRUCTION

Estimated Cost - $37,675.00

Any plan to improve a classroom situation should come only after current practices are evaluated. On this premise, Catskill public school educators took a long look at their reading program through:

(a) a review of classroom procedures;

(b) a survey of materials used;

(c) a survey of staffing for reading instruction;

(d) a review of the adequacy of the achievement testing program; and

(e) a determination of procedures for continuous evaluation.

The result was the development of an in-service program for teachers aimed at keeping them up to date in the field of reading and implementing an improved reading program. One teacher was given the opportunity to undertake graduate work in reading so that she could become the remedial reading specialist for the Catskill School System. A full-time staff psychologist was employed to work closely with this remedial reading teacher.

At the conclusion of the in-service program, a summer session was offered to 265 educationally and culturally deprived public and non-public pupils selected on the basis of reading achievement. Through the use ESEA Title I funds, the Catskill Public Schools are able to offer this program as an addition to the regular program on a first-time basis. The program was conducted by local teachers who had attended the in-service workshop sessions.

Rather than reduce the number of teachers available to carry on this summer program in reading by encouraging attendance at summer graduate school, the local administration imported consultant teams to observe the methods and procedures currently in use. This phase of the project would have been impossible if the teachers had been trained independently.

Following the summer session, a post-summer-session seminar was held. All participating teachers, administrators and consultants discussed the results of the program and the effectiveness of the methods and materials used.

IMPROVEMENT FOR EDUCATIONALLY DEPRIVED PUPILS (K-12)

Estimated Cost - $101,527.00

The Geneva City School District project is aimed at improving instruction in reading and related areas for educationally deprived public and non-public pupils in grades K-12. The ESEA Title I money is budgeted to cover remedial reading instruction, teacher assistance, inservice education for teachers, psychological services and social services, equipment and supplies and rental of space.

The program involves a four-point attack:

a. Experienced teachers with some background in supervision and curriculum are employed as helping teachers to assist the staffs in public and non-public schools.

b. An in-service program for new as well as experienced teachers has been developed to prepare them more adequately to teach deprived children, especially in the area of reading.

c. Equipment and supplies such as audio-visual and testing materials have been purchased to help the teachers instruct more adequately the educationally disadvantaged children.

d. Psychological and social services for the deprived children have been arranged.

Demonstration classes in reading will be conducted to extend the program benefits to all teachers, and follow-up courses also are planned to keep teachers up-to-date on reading techniques.

Geneva teachers thus will be equipped with the professional ability to detect reading disabilities and to diagnose poor-reader problems. The educationally deprived children will be helped individually by the reading specialist, psychologist and other helping teachers.

UNGRADED READING GRADES 5-7

Estimated Cost - $9,718.00

Greenville Central School has a total school population of 1,131 and is the only school in the District. Seventy-five pupils come from low-income or welfare families.

The ungraded Reading Program in grades 5-7 was offered to give pupils an opportunity to progress at their own rate in reading without being hampered by grade-level barriers. Since grades 5-7 had a concentration of educationally deprived children experiencing varying degrees of reading difficulty, it was felt that this program would:

1. provide for more individual attention for each pupil, because, regardless of grade level, children with similar problems would be instructed in small groups and would receive corrective help from a remedial reading teacher;
2. offer better reading instruction to improve reading ability, which would carry over into other content courses;
3. enable the teachers to provide various materials for instructional purposes as well as for enrichment and pleasure reading; and
4. help to overcome the rejection of reading material at the frustration level.

A strong feature of the program was the relationship between ungradedness and the opportunity for individualized instruction. The area of reading was selected because it was felt that the educationally disadvantaged child would receive more encouragement in attacking general school work if reading was made easier through individual help. The program was designed not only to instruct the child at his proper reading level, but also to supply him constantly with reading materials with which he could successfully cope.

Reading classes were set up in two ways:

1. children with similar disabilities were assigned to small-group reading classes with special emphasis on individual attention; and
2. children with severe problems were scheduled on an individual basis.

This program was an outgrowth and extension of the regular program. The guidance director, school administrators, a special reading teacher and the regular teachers in grades 5-7 participated.

PROJECT-COMMUNICATIONS

Estimated Cost - $14,100.00

The Hamilton Central School District has no concentrated pockets of deprivation nor does it have non-public schools within its area. From a public school population of about 1,000 in K-12, the district has identified 82 disadvantaged pupils.

School district personnel have considered the needs, abilities, interests and backgrounds of these children and have decided to expand existing personnel services and increase assistance in specific areas where identification of difficulties indicates that the deprived children will benefit. They believe that one of the most important methods of education is communication and that a reading program will aid in the communication process of those individuals who are below grade level but have not had the opportunity to work individually with a reading teacher. Increased guidance and personnel services will enable the staff to identify the problems of each of the disadvantaged pupils and to work more closely with them, as well as to secure better understanding among school, home and community.

Hamilton Central School has placed first emphasis on reading, with other services to be introduced as needed. The services of an additional guidance counselor are being utilized to assist the teachers in identification of problems at the elementary level. A certified school psychologist has been appointed to direct the program and to assist the teachers or counselors in the identification of specific problems. One full-time reading specialist has been appointed to assist the classroom teachers and help with the diagnosis of reading problems. An additional teacher assigned to the secondary level will work in the fields of developmental reading, speech and dramatics.

An in-service program, as a part of a separate cooperative project, was started before May, 1966, in which training was supplied each individual teacher to help initiate and carry out improvement of language arts communication. Those individuals whose background does not include specialized training will be encouraged to utilize the services of a consultant on reading deficiencies or one in corrective speech and public speaking.

Individual teachers will be requested to evaluate the effectiveness of the Hamilton Central School program. An evaluation of each pupil involved in the project will become a part of his personal folder.

A SUMMER PROGRAM OF REMEDIATION AND ENRICHMENT FOR GRADES 1-12

Estimated Cost - $44,073.00

Approximately 252 children or 23% of the school population of 1,079 pupils of the Harpursville Central School District come from low-income and welfare families. The district developed a Title I project in which improvement in reading achievement was given top priority for this target population.

Specifically, the aims of the program were:

1. to improve the vocabulary of the educationally disadvantaged pupils;
2. to improve their word-recognition skills;
3. to improve the comprehension ability of these pupils;
4. to improve their study skills;
5. to improve the silent reading habits and the oral reading habits of the pupils;
6. to broaden the reading interests of the pupils;
7. to increase the number of books which the pupils read for pleasure;
8. to help the educationally disadvantaged pupil develop some confidence in himself while handling reading material and consequently improve his own self-concept in relation to the school environment; and
9. to increase the amount of pupil-teacher and pupil-pupil interaction in which the disadvantaged engage during a teaching-learning situation.

Fourteen teachers worked with the disadvantaged pupils in grades 1-12 for 29 days during the summer. A full-time supervisor coordinated the teaching efforts of the staff; made classroom visitations; conducted afternoon in-service training classes and worked with teachers in developing curriculum materials.

Every possible attempt was made to individualize instruction. Emphasis was placed on providing the opportunity for every participant in the program to express himself and to feel that his ideas were important to the teacher and to the rest of the group.

A MOTIVATIONAL SUMMER SCHOOL TO CORRECT READING PROBLEMS OF LOW-SOCIO-ECONOMIC STUDENTS IN THE ELEMENTARY SCHOOL

Estimated Cost - $20,120.00

The Highland Central Schools initiated a summer program as the basis of a plan to raise the achievement level of deprived children in the basic reading skills in grades 1-6. It was carried out through smaller class size; through grouping of pupils to meet their needs; through coordination of efforts by supplementing instructional materials at all levels, as well as increasing the number and variety of planned activities; and through giving special attention and concern to the complete development of the child, intellectually, emotionally, socially and physically.

Participants were 190 public school pupils and 75 non-public school pupils from a total registration in the public and non-public schools of 1,236. The summer school day program was conducted by a staff of ten teachers and a nurse-teacher. All were fully qualified in the teaching of reading and knew the children from having worked with them in the past. They also qualified through interest, experience and professional preparation.

All four arts of communication - reading, writing, speaking and listening - were emphasized. Reading labs and audio-visual aids, such as filmstrips and records, were used to help promote interest in reading and to make the educational experience more meaningful.

The children were encouraged to develop a feeling of success and achievement through a wide variety of activities. An attempt was made to provide an environment which would create a desire on the part of each child to participate constructively and creatively, according to his ability, in growth-promoting activities.

Rather than sending grades or reports home, the school held an "open house" at the mid-point of the session, at which students displayed their work and teachers were able to meet parents and discuss student needs and progress.

IMPROVEMENT OF READING AND READING READINESS SKILLS

Estimated Cost - $50,590.42

The North Colonie School District, interested in solving the problem of reading and reading readiness skills in its schools, developed a solid, beneficial summer plan to aid the one hundred thirty-seven children from low-income and welfare families in the district.

This project consisted primarily of a six-week summer program. During this program experienced kindergarten, primary, intermediate and junior-high teachers instructed small groups of educationally-disadvantaged pupils. These teachers were chosen because they had demonstrated an interest in and a facility for teaching reading.

Four days before the start of the summer program, intensive planning sessions and workshops were held for the summer faculty in order that plans might be complete and detailed. In addition, one half-day sessions were held during each week of the program.

These meetings provided an opportunity to review the progress being made, to analyze interim results and to suggest supplemental approaches to the various problems. Specialists in the program outlined progress at this time, demonstration lessons in the use of new materials and techniques were displayed and family counseling was planned and evaluated.

A reading consultant was included in the summer staff to supervise reading tests and to be available at all times to guide and assist the classroom teachers. A psychologist was available to supervise intelligence testing, to aid the classroom teachers in the interpretation of data and to assist both teachers and parents in any way possible. Library instruction was made available to the children with the employment of a librarian. This librarian also conducted story hours and recommended suitable materials to the teachers for the instructional program. Physical activities during the session provided a change of pace. Activities designed to develop visual, motor and visual-motor skills were suggested both by a physical education instructor and an arts and crafts teacher.

To supplement the main teaching program, weekly parent-counseling sessions were held during the summer. These sessions were held in the evening for a period of approximately ninety minutes. Each was divided into two parts. The first part was a general session designed to meet the needs and interests of all parents. During the second part, small-group gatherings were held to meet individual needs and interests.

Each weekly session was devoted to a particular phase of the program. Thus, the first session gave a general overview of the program. The next four sessions involved a different specialist (reading consultant, physical education teacher, school psychologist, school nurse-teacher) who discussed his particular part in the general program scheme. The last parental session was a summation and evaluation of the program.

Information and results obtained through the summer session were communicated to the regular school staff through joint meetings and workshops so that the regular classroom teachers were able to profit by the progress made during the summer.

EMPHASIS-CURRICULUM IMPROVEMENT AND EXPANSION IN READING AND RELATED AREAS

Estimated Cost - $45,769.00

The newly-organized Saranac Lake Central School District, an area which includes 1,554 public school children and 824 non-public school children, determined after a survey that 6.6 of the student population or 156 pupils came from low-income families. Pupil scores on New York State Department of Education Reading Tests showed a need for curriculum improvement in reading. This was initiated in an ESEA Title I program serving all of the disadvantaged children. Inaugurated as a summer program, it included both non-public and public school pupils.

The three-part program included these steps:

(1) Employment of remedial reading teachers to give immediate help to those children identified as having reading difficulties;

(2) Introduction of an in-service teacher program in remedial reading with the aid of consultants from the State University College, at Potsdam. The consultants helped teachers become oriented to the needs of the children in their classrooms and helped them increase their efficiency in working with the remedial reading teachers; and

(3) Provision for additional summer courses in reading for the children and for State University courses in remedial reading for the teachers.

Remedial teachers were assigned four classes daily, with a class size ranging from one to fifteen, according to the severity of the cases involved. Pupils attended three-hour sessions, five days a week, for six weeks.

Ten in-service sessions were conducted by the State University consultants. Each meeting was scheduled for four hours. Three follow-up demonstrations of remedial techniques with children were presented by the consultants. Three interested and qualified teachers were sent to the State University to participate in six-credit-hour reading courses.

A K-12 DEVELOPMENTAL READING PROGRAM

Estimated Cost - $184,000.44

The Watertown City School District is carrying out a three-stage reading program under a $184,000 ESEA Title I grant, which is scheduled for completion within two years. The program was initiated at the request of public and non-public teachers within the district who indicated in a district-wide survey that reading was the subject area most in need of strengthening. Representatives from neighboring colleges, SUC at Potsdam, Syracuse University and Jefferson Community College, acted as consultants to the district in developing the comprehensive K-12 developmental reading program and supplementary corrective and clinical remedial services.

In stage one, a reading specialist and six reading teachers were employed. The specialist set up a properly-equipped reading center to which children could be referred for diagnostic and remedial help. The six teachers were assigned to aid the educationally disadvantaged with reading problems at the elementary, junior high and senior high school levels.

A second phase of stage one was the development of an in-service program, with the cooperation of the consulting colleges. A survey evaluation of the existing K-7 reading program was made. A professional library for the teachers was established and an audio-visual workshop was set up.

The second stage of this comprehensive program provided an expanded five-week summer program in developmental reading for educationally disadvantaged children in grades 1-12. A very sizable expansion from a previous grade four summer program, it was designed to provide continuing help for those educationally disadvantaged children who needed corrective or remedial aid. A summer in-service program for college credit was conducted by Syracuse University for the teachers involved.

Stage three represents the complete implementation of the project An extension of the evaluation of the K-7 reading program to grades 8-12 will be completed to emphasize the teaching of reading in each content area. The well-equipped and well-staffed reading center will be fully functional, with corrective reading teachers available at all school grade levels. Plans for additional in-service training programs will be developed as needed.

A REMEDIAL READING PROGRAM TO IMPROVE READING ABILITY

Estimated Cost - $26,711.00

School authorities at the West Canada Valley Central School, through testing, observation, home visits and information from the local welfare organization, determined that 6.4%, or 73 pupils, of the total school population come from low-income and welfare families. Many of these pupils live in foster homes and have been moved from home to home many times.

In the rural communities served by this school district, reading opportunities are restricted due to the limited facilities of the village libraries, the distances some children must travel to these libraries and the inadequacy of the resources and facilities of the public school libraries. These communities have no museums, art galleries, theatres or other important culture-producing facilities. The churches and the school provide the only opportunities for cultural adjustment.

Therefore, the school has endeavored to improve the reading ability and raise the cultural level of the economically-deprived children by increasing reading instruction during both the regular school session and the summer session. It has also recognized the need for increased library facilities and for providing cultural experiences for these pupils.

Remedial reading teachers have helped the educationally disadvantaged read more rapidly and with more understanding. These teachers and teacher aides have helped reduce the classroom teaching load, thus allowing more time for small-group instruction and individual intensive-reading instruction.

An elementary guidance counselor has promoted better home-school understanding and has diagnosed the potential drop-outs, thus preventing irreparable damage later in the economic life of these pupils.

The increased use of multi-level instructional materials has helped keep these children from becoming easily discouraged. This has resulted in an improved attitude toward school and school work.

An inservice program conducted by a competent, qualified person, has given the faculty an opportunity to learn the most up-to-date methods of teaching reading skills and comprehension.

IMPROVEMENT OF THE READING SKILLS OF EDUCATIONALLY DISADVANTAGED STUDENTS AND CURRICULUM DEVELOPMENT TO MEET NEEDS OF THESE STUDENTS (1-6)

Estimated Cost - $17,515.00

Windham-Ashland, a Greene County school, is faced with three problems—a population sparsity due to terrain, an extensive stage of severe economic and occupational transition necessitated by automation and by industrial climatic migration and an influx of submarginal families. Local districts inhabited by traditional small dairy farmers and chicken farmers cannot compete with communities in adjoining counties, with their rapidly expanding electronic manufacturing industries. The resort business, also traditional in the area, is also undergoing a major change.

These factors threaten the future needs of children of the area because these children cannot look forward to comfortable lives as small farmers or to the seasonal resort work that calls for limited communications skills.

Specific educational needs which the Windham-Ashland project has been designed to meet are:

1. Establishment of a learning environment especially designed to assure successful experiences on a daily basis.
2. A pupil-teacher ratio of 12-1 in a summer reading-improvement program.
3. Individual attention from teachers.
4. Employment of a specially-trained reading teacher intensively oriented to work with educationally deprived children.
5. Acquisition of materials uniquely suited to the needs of economically deprived and educationally disadvantaged pupils.

Such a program is intended:

a. to improve the reading skills of the children involved;

b. to develop greater proficiency, on the part of the teachers involved, in techniques of reading instruction for educationally disadvantaged pupils; and

c. to improve the educational functioning of these disadvantaged children by providing instruction and materials that are suited to their achievement and interest levels.

The Windham-Ashland project is a multi-phase program involving an in-school program with small-group and individual teaching, a summer program limited to 12 pupils per class and taught by a teacher specially prepared in the linguistic approach to beginning reading, a reading laboratory and pilot library, and an in-service program conducted by trained reading specialists.

Two teachers, an in-service leader and consultant, a master teacher and aides to assist the classroom teachers were added during the period March through August to serve the needs of the 100 pupils involved.

A SPECIFIC HIGH SCHOOL PROGRAM FOR THE EDUCATIONALLY DEPRIVED

Estimated Cost - $14,717.00

In 1964-1965 there were 70 high school dropouts from the secondary department at Baldwinsville. Although this was not a large proportion of the school population, there were 70 high-school age pupils in the community without a high-school diploma.

The Baldwinsville staff believed that an adolescent's development is determined by identification with those he admires. It was felt that if a potential drop-out had a teacher with whom to identify and with whom to share personal experiences and problems he might be inspired to continue his education. A one-to-one relationship could be set up between a child and an admired teacher, in which the child could have free access to the teacher. This relationship would serve two purposes:

1. It would give the child a model for "socially desirable" behavior; and
2. It would give the child someone with whom to think out the consequences of dropping out of school; someone who cared, and who would help the child determine the best way to proceed.

Baldwinsville had the staff to do the job. Teachers were recruited for the work on the basis of a teacher-interest application. Each child was interviewed, and child-interest, teacher-interest were paired. Informal meetings were then arranged.

The following alternative routes were to be considered:

a. Attending night school while working during the day.
b. Remaining in school but participating in a special or different set of courses.
c. Finding an outlet for emotions by channeling them into constructive activities.
d. Doing some definite career planning and exploration for the post-high-school years.

The teachers were paid on a block-time basis, and the activities in which teachers participated were of their own choosing. Each teacher worked in association with guidance counselors, health personnel, regular classroom teachers, and interested outside individuals. The program was not considered one in which the teacher substituted for the parent; neither was it a "Big Brother" program.

Separate diaries on each individual were maintained by the cooperating teacher for evaluation purposes only.

THE COLLEGE DISCOVERY AND DEVELOPMENT PROGRAM

Estimated Cost - $185,732.00

The New York City School officials know from previous experiments, especially the Demonstration Guidance Project, that young people from disadvantaged areas with potential can be upgraded so that they will qualify for college and full-time employment. The five selected schools included in this project are in attendance areas having high concentrations of low-income families. Of the 580 disadvantaged ninth-grade pupils selected, 66.2% of the group are Negroes and Puerto Ricans.

The project is designed

(a) to identify ninth graders with undiscovered college potential;

(b) to improve student motivation in school work;

(c) to improve the level of achievement in school;

(d) to develop student expectation for college entrance; and

(e) to improve the chances for success in college.

The program provides for intensive instruction in small classes and the use of enrichment materials and of some of the newer media to facilitate learning. The program provides for intensive guidance; includes trips to places of interest--colleges, special schools, libraries, museums, art galleries and business firms; and provides for attendance at the theater, ballet and concerts. Representatives are the heads of departments and teachers in each subject area. Students from the four city colleges serve as tutors to the pupils in the program.

The program should shed new light on the discovery, assessment and realization of student potential that would otherwise fail to readh fruition in the context of a deprived social situation. The information obtained through this project will be shared throughout the New York City school system and communicated to other school systems on a nationwide basis.

A COOPERATIVE IN-SERVICE PROGRAM AND SUMMER WORKSHOP IN THE SOCIAL STUDIES

Estimated Cost - $9,404.00

Six central schools, Owego, Apalachin, Candor, Waverly, Tioga, Van Etten and Newark Valley, joined in this cooperative in-service project. The total number of educationally disadvantaged and economically deprived children in these six districts was estimated to be around 850 in ages 5 to 17.

The project, which started in the spring, culminated with a four-week summer workshop. Its purpose was to develop a pool of resource people for use by each of the participating districts and to increase staff competency.

The objective of the project was to develop curriculum in the social studies that would provide more effective and meaningful learning experiences for the educationally disadvantaged. Seventeen classroom teachers selected from the six adjacent school districts and representing each grade level, from kindergarten thru twelfth, participated in an intensive teacher-training program in the social studies. Private schools located in the districts were invited to participate.

The program consisted of two parts. First, a series of spring meetings were held. Of 2-hour duration they were directed by a member of a consultant team and were devoted to orienting the participants to the project objectives and to providing necessary background information. Members of the consultant team were from Cornell University and from other public and private institutions.

At the end of June, the group of teachers attended a one-week seminar held on the Cornell campus, consisting of an intensive period of lectures and demonstrations on preparation of instructional materials and lesson plans for the teaching of social studies to the disadvantaged. Following this, three weeks of daily meetings were held develop instructional guides and materials and to organize learning experices that could be used in the 1966-67 school year. During this period consultants were used as needed, with emphasis being directed to those skills most useful in working with the disadvantaged.

OPERATION SUSIE (SUMMER CAMP)

Estimated Cost - $60,899.00

For many of the nation's school children between the ages of 8 and 15, the summer vacation is a period of free time to be filled with the joy of games, swimming, picnics and camping trips. It is a time for good, plentiful food and lots of rest and relaxation.

The Fulton City School District used the Totem Camp, eight miles south of Harrisville, New York, to start a program it named "Operation Susie" (Summer School Innovation in Education). This program was established to meet the needs of 150 economically-deprived children in the Fulton City School District. Identification of these children was made from welfare records, public housing rolls, teachers' records and referrals from local agencies.

The camp program opened July 5th and ran to August 15th. The first two weeks were reserved for 8-10 year olds; the second two weeks, for 10-13 year olds; and the final two weeks, for 13-15 year olds. The program provided hiking and overnight camping, field trips, swimming, boating, art and dramatics, general academic courses, nature and conservation study, recreation and games and health and hygiene programs.

Each teacher and counselor was involved with a small group of children, and thus individual needs, as determined by school records, could be given attention.

The facilities were clean, neat and orderly; meals were well-balanced and nourishing. For some of the children, it was the first time in their lives that they had had three good meals a day. Many children gained three or four pounds in the two-week period. Cleanliness was taught through a daily "scrub down". For many, it was their first night's sleep between two clean sheets, their first chance to have a bed of their own.

A SUMMER SCHOOL PROGRAM

Estimated Cost - $46,100.00

A well-rounded summer school program was designed by the Goshen Central School District to appeal to all levels of disadvantaged students and to provide a balance of academic, cultural and recreational activities.

The project was planned by a committee of the summer school faculty, which developed standards for referral and admittance of students to the program and for the identification of individual needs. A curriculum guide was drawn up as well as plans for coordinating the program activities.

Academic stress was placed on the basic skills areas of reading and arithmetic, using a remedial approach which utilized small class size and individual instruction. Reading skills were promoted through the use of teaching methods and techniques adjusted to individual needs. A better understanding of mathematical concepts was also the object of adapted methods and techniques attuned to individual student's problem areas.

To stimulate interest in the program and to provide opportunities for both cultural and academic enrichment as peripheral phases of the remedial categories, science enrichment, fine arts, crafts and music were included. Supervised recreation and physical education were provided to balance the program. The school libraries remained open to provide for continuity in the reading program and continued opportunity for reading for enjoyment.

The project attempted to be preventive as well as remedial in terms of overcoming negative attitudinal and environmental influences on the children. The children were exposed to successful experiences designed to instill a feeling of confidence toward school and learning.

A developmental approach was also used to relate required skills to content area interests. Children were given opportunities to work in interest areas such as science while yet concentrating on the basic skills areas of reading and mathematics.

A PROGRAM TO IMPROVE THE SKILLS OF EDUCATIONALLY DISADVANTAGED STUDENTS IN CERTAIN AREAS THROUGH THE IMPLEMENTATION OF A SUMMER PROGRAM

Estimated Cost - $15,412.00

Groton Central School is a suburban district in the southern part of New York State. Classified by the federal government as economically disadvantaged, Groton has $19,500 less in property valuation per pupil than the state average. It is the home of the main assembly plant of a large typewriter company, and work on the assembly line buys bread and butter for many of the families. However, unsettled work habits of their parents uproot many of the pupils during their adolescent years, which means that the children suffer both academically and socially.

An estimated 45 to 50 children come from homes where county welfare aid is received. About 80-90 emotionally deprived children have been identified thru tests, teacher observation and home visitation. Students with low IQ's were identified by a psychologist using individual intelligence and achievement tests.

The summer program for disadvantaged students was designed to include four areas:

I. Pre-Kindergarten - Twenty educationally and socially deprived 4-and 5-year olds were provided readiness experiences for entering school.

II. Special Class for the Mentally Retarded - This phase of the program was planned for primary boys and girls whose IQ's fall between 50 and 75. Special attention was given to crafts, arts, manipulative skills, recreational activities and field trips.

III. Reading - Boys and girls reading at a minimum of one (and in most cases two) years below normal grade level were given special instruction in remedial reading and improved reading techniques.

IV. Remedial Mathematics - Special help was given to those students who had fallen behind in math because they were also poor readers.

An orientation course was conducted before the beginning of the session to acquaint classroom teachers with the objectives of the six-weeks' program. Classes met daily from 9:15 a.m. to 11:45 a.m. Teacher aides assisted in most classes.

SUMMER CAMP EXPERIENCE FOR DEPRIVED & DISADVANTAGED ELEMENTARY SCHOOL CHILDREN

Estimated Cost - $5,500.00

From the close of school in June until its opening in September, New Rochelle children in deprived living circumstances have very limited opportunities for education and recreation. From their crowded homes, they must often move out into the streets to play. The nearest swimming facility is beyond walking distance for most of these children. Supervised play and recreation are also limited. Thus, during this period, a camping program would afford experiences in social living and education in a controlled setting where consideration of children's individual needs would be paramount.

To implement this idea, the New Rochelle City School District planned and put into effect its project "Summer Camp Experience for Deprived and Disadvantaged Elementary School Children". The program was planned to make "camperships" available to 50 children in grades 1 thru 6. Non-public schools were informed of the nature of the project, and their participation was in accordance with the percentage of the appropriate population in their school enrollments. The children selected for the program averaged two weeks in camp.

Deprived children have little opportunity for purposeful childhood fun. Camping afforded such fun, enabled the children to develop more responsibility, taught them the need for and value of cooperation and gave them new interests. Camping gave them a feeling of comradeship, helped them to develop good health habits, gave them new adventures and helped them develop new competencies.

The camps included in the plan were first carefully screened and selected by the Director of Social Services for the New Rochelle City School District. All camps used in the program were duly accredited by the American Camping Association and were all known to have the equipment and materials essential to good programs. All met health and program standards recognized by the Association.

Some of the camps selected were geared for special functions — therapy for the emotionally disturbed and remedial education for the severe underachiever and for the physically handicapped. All children were assigned to camps according to their individual needs.

The various camps reported back to the school district on the children sent to them. All available data was referred to the Social Service Department of the School District for compilation of a final comprehensive report for the State Education Department.

The subtle psychological and physical modifications that have taken place in these children cannot be measured by objective tests. The effectiveness of the program will be ascertained by reports solicited from the families and from the children themselves.

A NEW APPROACH TO AN OLD PROBLEM

Estimated Cost - $36,663.00

The Vernon-Verona-Sherrill Title I project differed from any existing program in that it was a complete summer day camp, with the primary emphasis on reading. The school used its professional staff for the period from July 6 through August 31 and arranged for the disadvantaged students of the district to participate in the summer day camp experience from July 11 through August 19.

The deprived pupils selected for participating in the program were carefully screened through tests, teacher observation and recommendation by the school psychologist as well as by guidance personnel. Participation in the program was limited to pupils in grades 3 through 6.

The students' school day commenced at 9:00 a.m. and concluded at 3:00 p.m. Students were transported to a grove consisting of a parking area, dining hall, 32' x 75' swimming pool, a pavilion, dressing rooms, rest rooms and an enclosed building (40' x 160') with a kitchen area.

The reading program for the disadvantaged, conducted during the morning hours only, was scheduled for two 45-minute periods with a period for relaxation between the two. The lunch, provided at no cost to the students, was the typical Type "A" lunch.

The afternoon program consisted of a recreation program, each phase geared to the proper age-ability group--competitive games, hiking, physical skills and swimming. Arts and crafts were also offered for students so inclined. By providing a well-rounded recreation program to supplement the reading program, the VVS educators endeavored to motivate the participation of 280 disadvantaged pupils as well as encourage the support of their parents.

Since the Vernon-Verona-Sherrill regular staff included no reading specialist as such and the classroom teachers had had little class time to help poor readers attain success in reading, the teachers regarded the summer day camp as an opportunity to assist pupils in becoming better readers. A speech therapist was also available during the day camp session to assist pupils having difficulty with oral communication. The total day camp staff consisted of 17 professional people and about 20 non-professional people.

Nursing service was provided at all times for evaluating health problems and caring for minor injuries. A pre-program, post-program health survey was conducted in an effort to determine general health improvement. After the day camp was terminated, staff conferences and in-service sessions were held in an effort to evaluate the total program, especially reading achievement.

VOLUNTEER 'MOTHER' PROGRAM WORKING WITH SERIOUSLY DISTURBED CHILDREN

Estimated Cost - $2,961.00

The problem of educating the emotionally-disturbed child is a very serious one in most school systems. This child cannot function well within the regular school framework, and providing a program to meet his special needs constitutes a very real challenge to any administration.

The problem of the emotionally-disturbed child is most acute in the Borough of the Bronx in New York City, where there is a high concentration of children coming from low-income families. The school authorities in this borough have, therefore, inaugurated a program designated as the "Teacher-Moms" summer session. This program, designed to provide an educational and therapeutic setting for the seriously emotionally-ill young child, involves a one-to-one learning situation in a classroom atmosphere.

The day's session lasts two hours. The "teacher-moms", who are largely volunteers, work with the children during the first school hour of each day. The second hour of the school day is given over to group activity under the direction of a professional hostess teacher.

"Teacher-Moms" from various ethnic groups work under the direction of the hostess teacher, who plans individual programs for each. This instruction uses academic materials. Each pupil is allowed to proceed at his own pace. Each "teacher-mom" has a child two days a week, another "teacher-mom" takes the same child for a second two days, and both work together with the child for one day.

This project offers the child at least a partial exposure to a normal school setting. It gives the parent a sense of association and relationship to the school. It forces the parent to recognize both the problems and opportunities that the child has. The project also enables the professional staff to utilize new knowledge and techniques in the never-ending attempt to aid this deprived and handicapped segment of the school population.

TEACHER AIDE PROGRAM

Estimated Cost - $9,049.00

Waterloo Central School is located in Seneca County and has a school population of about 2,400 pupils. The district also includes St. Mary's Parochial school, with another 274 pupils. The teacher-aide project initiated in this school district provided for clerical assistance to its public and non-public school teachers.

Prior to this time, no clerical assistance was available to the instructional staff to help prepare educational materials and teaching aids to be used in the classroom. The use of teacher aides increased the amount of instructional materials that could be readied for classroom use. The project also provided equipment and supplies so that such classroom materials could be prepared.

Four clerical aides were provided for in the project. One was assigned to help 35 teachers in the Senior High School. Another aide was placed at the Main Street school, to work with its 35 teachers. A third aide worked at the LaFayette and SkoiYase schools, with a total of 36 teachers. The fourth aide worked three days per week with two public school librarians and two days per week with 8 teachers at St. Mary's Parochial School.

The basic plan of the project was to improve the educational program for the disadvantaged children by freeing the classroom teachers from routine clerical tasks. Time thus gained provided opportunity for the teachers to plan and implement an improved program for the disadvantaged children and to improve their methods of instruction.

A PROGRAM TO PROVIDE FINANCIAL ASSISTANCE TO POTENTIAL DROPOUTS THROUGH PART-TIME WORK AS AN INCENTIVE TO REMAINING IN SCHOOL

Estimated Cost - $16,640.00

It is unquestionably very difficult to determine objectively all of the reasons why students drop out of school; however, one situation that truly deserves the sympathy and cooperation of a school system is the case where the pupil is forced to leave school because of direct or indirect extreme financial burden. Clarkstown Central School District in Rockland County has attacked this problem with the aid of Title I funds. Using a program to provide financial assistance to potential dropouts through part-time work, the district has encouraged these students to stay in school.

This district estimates it has 60-80 disadvantaged children from public and non-public schools with financial problems. The aim of the program is to remove or diminish those financial problems which adversely affect the students' academic progress, causing them to leave school.

A coordinator, using all available data and with the cooperation of the school staff, has compiled a list of students who are identified as having financial needs and problems of such nature as to make them eligible for the program. These pupils, whose academic programs have been adversely affected by their problems, are eligible for employment under conditions satisfactory to the school and to the New York State Division of Employment. Their pay will be commensurate with the New York State minimum hourly rate.

Some students have been employed after school; others, where conditions warrant, attend school a half day in concentrated programs and work the other half day. Some delete free periods from their schedules and work during that time. Of course, Saturday and summer work are encouraged.

Records are kept of the participants, where they work, when they work, total time worked and income received. Employment has been kept within the township and usually in the school attended. Other public offices and agencies have cooperated, especially where the school has not been able to offer the best type of employment for certain students. Students in all schools have been notified of opportunities available under the program.

Periodic checks have been made; teachers, counselors and parents have cooperated with these evaluations. At this time, the efficiency of the program has not been determined. One of the problems will always be to estimate, within reason, the required funds needed to operate such a program. Much more statistical data will be required for a full evaluation of the program.

WORK-STUDY PROJECT FOR POTENTIAL DROP-OUTS

Estimated Cost - $39,835.00

Frustration and academic failure are traumatic experiences for anyone who has experienced them. Failure is probably far more disturbing to the non-academic student, the slow learner, or the student who has a special handicap. These types of students constitute a large part of the potential drop-outs in any school system.

In a determined effort to solve this situation, the Mount Vernon High School System instituted a project for potential dropouts. This project established a program whereby students attended school in the morning only, pursuing academic and vocational courses. Classes were organized for this portion of the day to help the educationally-deprived participants gain greater skill in reading and language arts. The afternoon was devoted to on-the-job training in industry.

Students participating in the program were between the ages of 15-20, sufficiently mature and physically able to perform the job requirements. They also were students who had been adjudged unable to profit from a full day of formal education.

Employers were found who would cooperate in the training of these students. The students were paid directly by the employers, who were then reimbursed for this expenditure from funds provided under Title I. The on-the-job training period was three months.

This program has been under the direct supervision of a vocational coordinator, who has directly supervised each student during his school hours and his employment time. Furthermore, the vocational coordinator will be expected to follow up those persons beyond school age who have been unable to adjust successfully and to provide guidance for them. He will also be responsible for disbursement of funds to the participating employers.

In addition to the effort to develop various vocational skills, it is confidently expected that the program will broaden the interests and horizons of the pupils as they participate in the working world. Through success they will acquire much-needed improvement in self-image and self-esteem. The entire experience may well encourage them to stay in school and become truly productive members of society.

A PROGRAM TO DECREASE DROP-OUTS

Estimated Cost - $7,285.00

The Westfield Central School District is located in the grape-growing belt of New York State, an area which is at the lower economic level in Chautauqua County.

The school system has nearly 500 pupils who are identified as educationally deprived. Approximately 150-175 of these pupils are potential drop-outs.

Rather than face up to the situation, these potential drop-outs set a failing pattern that eventually ends in leaving school at the minimum age. Many of these educationally disadvantaged and economically deprived students leave school at the junior high school level. They do so at this point because their educational weaknesses become so apparent and appear to be so insurmountable that quitting seems to be the only avenue of escape.

Another critical juncture in the drop-out's life is that point at which he feels the need for money and no further education. Rather than see the pupil leave school and take a full-time job at a lower level than he would attain if he had remained in school until graduation, the school is expanding the cooperative work program and extending the business education program into areas of greater potential employment.

The basic objectives of this program are:

1. to meet the needs of economically disadvantaged and educationally deprived;
2. to reduce the drop-out rate in the school system;
3. to encourage potential drop-outs to continue in school and prepare for future livelihood at a higher level of employment;
4. to provide a more valid and complete preparation for employment;
5. to provide remedial work at the junior high school level by providing teaching machines for the use of potential drop-outs; and
6. to update the current vocational-cooperative and vocational business programs.

The Westfield administration has arranged for extensive use of tutorial machines, films and individual assistance for in-school teaching, after-school training and evening and Saturday remedial work, especially in the fields of English and reading. A community survey has been made in order to up-date job opportunities and determine additional openings in vocational-industrial cooperative programs. Requests from industry and business will be more completely honored when these students from economically-deprived families are trained at the school in the use of office business machines such as Selectric Typewriters and Alphameric Key Punch Simulator Elements. This equipment will be used on a year-round basis.

WORK-STUDY PROGRAM FOR STUDENTS OF ACADEMIC SECONDARY SCHOOLS

Estimated Cost - $60,000.00

A work-study project instituted by the Yonkers City School District was designed to provide part-time employment for educationally disadvantaged youth who need the earnings from such employment to commence, continue or return to their high school training on a full-time basis. The opportunity for part-time employment while still in school was a key factor in helping many students stay in school. It was anticipated that this program would relieve financial pressures, raise aspirational levels and motivate students to improve achievement.

Between 150 - 200 students from three junior and three senior high schools were served by the project. Eligible disadvantaged students completed application forms, which were then screened by a faculty committee. Those students selected were assigned to a counselor who assisted each student and his teachers in developing an academic program to maintain his studies and also in coordinating his employment with his classroom program.

An attempt was made to place each student in a position which would utilize his abilities and interests to the greatest extent possible. Job placement was in local educational or other public agencies or institutions. These placements in out-of-school positions were coordinated with the classroom program to insure the maximum development of the student's skills in his job.

The parents of the students were involved through home visits and group meetings with counselors. Opportunities for the student to continue and advance were explained to the parents, and their understanding and cooperation sought.

It was hoped that parental attitudes toward continuing education would be altered favorably by the small relief of financial pressures in maintaining a child in school. This in turn would relieve the pressure exerted on the child by the home to drop out of school.

During the 20-week program, periodic reports were requested from each student's employer, teachers and counselor. These reports will help to determine growth or change in attitude, aspiration and motivation of each student. Follow-up records on graduating students will be established to determine the effect of the program, if any, on their careers.

SUMMARY

Districts Represented	Project Title	Estimated Cost
Albany	Expansion of Grade One Program	$140,222.80
Alfred-Almond	An Art Program for Grades K-6	6,759.00
Amsterdam	Improving Performance (Reading)	71,721.00
Andes	Improvement of Reading Skills	7,663.00
Baldwinsville	A Specific High School Program for the Educationally Deprived (Potential Dropouts)	14,717.00
	The Development of Intensive Learning Specialists Within the Staff of the Baldwinsville Central Schools	37,255.00
Bath	Remedial Reading From Kindergarten Through the 6th Grade	15,992.00
Beacon	A Summer Program in Key Punch and Related Data Processing for Potential Dropout Students, 10-12	5,455.00
Binghamton	Educational Services for Disadvantaged Students (Multi-Phase Comprehensive)	239,493.00
Bolton	Second Chance (Language Arts)	15,482.00
Brentwood	The Improvement and Extension of Education Programs for the Educationally Deprived at the Elementary Level	118,025.00
Buffalo	Project Horizon (A-V)	90,453.00
	Project Performance (Language Arts)	153,190.00
Canastota	A Corrective Reading Program	34,982.00
Carmel	Operation Elevation (Raising Achievement Levels)	34,000.00
Carthage	Prescriptive Teaching for Teachers (Reading)	1,517.00
Catskill	Improvement of Reading Instruction	37,675.00
Chateaugay	Project Vicious Succession (Elementary Reading and Number Skills)	11,682.00

Districts Represented	Project Title	Estimated Cost
Cherry Valley	A Pre-School Summer Program	7,690.00
Clarkstown	A Program to Provide Financial Assistance to Potential Dropouts Through Part-Time Work as an Incentive to Remaining in School	16,640.00
Cohoes	A Multi-Basic Approach for Aiding Disadvantaged Children; Grades 1-6 (Reading, Health Services, Physical Fitness)	67,196.00
Corning	A Broadening of Cultural Experiences	8,519.00
Cuba	Move Ahead (Reading and Math)	15,349.00
Dansville	Emphasis--The Team Approach (Pupil Personnel)	42,134.00
Delevan-Machias	To Improve Elementary Library Facilities	17,775.00
East Rochester	Physical Fitness Program	6,000.00
Elba	A Broader Horizon (Multi-Phase Comprehensive)	11,629.00
Ellenville	Giant Step (Multi-Phase Comprehensive)	38,871.00
Elmira	In-Service Opportunity for Teacher Improvement (English and History)	18,412.00
Fayetteville-Manlius	A Learning Disabilities Center (Multi-Phase Comprehensive)	40,874.00
Fulton	Operation Susie (Summer Camp)	60,899.00
Geneva	Improvement for Educationally Deprived Pupils (K-12)(Reading)	101,527.00
Gloversville	A Summer School for Arithmetic Skills	11,275.00
Goshen	A Summer School Program	46,100.00
Greenville	Ungraded Reading Grades 5-7	9,718.00
Groton	A Program to Improve the Skills of Educationally Disadvantaged Students in Certain Areas Through the Implementation of a Summer Program	15,412.00

Districts Represented	Project Title	Estimated Cost
Hamilton	Project-Communications (Reading)	14,100.00
Harpursville	A Summer Program of Remediation and Enrichment for Grades 1-12 (Reading)	44,073.00
Highland	A Motivational Summer School to Correct Reading Problems of Low Socio-Economic Students in the Elementary School	20,120.00
Holland Patent	Improvement of the Instructional Program to Meet the Needs of Deprived Children (Multi-Phase Comprehensive)	28,304.00
Hudson Falls	A Curricular Program for the Educationally Disadvantaged Ninth Grade Student (Multi-Phase Comprehensive)	9,010.00
Ilion	Expand and Improve Current Educational Services for Disadvantaged Students (Multi-Phase Comprehensive)	44,125.00
Interlaken	Program for the Educationally Deprived in Language Arts and Math Basic Skills, and a Pre-Kindergarten Program	19,675.00
Ithaca	Meeting the Needs of the Educationally Disadvantaged Through Compensatory Programs (Multi-Phase Comprehensive)	173,547.00
Johnson City	A Program for the Identification of and Alleviation and Remediation for Educationally Deprived Children (Multi-Phase Comprehensive)	43,382.00
Lakeland	Added Special Classes for Slow Learners (Multi-Phase Comprehensive)	37,170.96
Levittown-Island Trees	Service Agency for Youth (Joint)	49,208.40
Lewis County	A Tailor-Made, Multi-Dimensional Program (Joint)	185,634.00
Manhasset	Focus on Basic Skills and Cultural Enrichment (Multi-Phase Comprehensive)	38,273.00
Mastic	A Program of Increased Educational Resources for the Purpose of Motivating Scholastic Achievement Among Educationally Disadvantaged Children (Multi-Phase)	63,094.00

Districts Represented	Project Title	Estimated Cost
Middleburgh	A Library Resources Center and A Summer Program for Grades 4-9	34,596.00
Mohonasen	Ready (Elementary)	29,104.00
Montgomery County	Project Learning Improvement (Joint)	22,320.00
Monticello	Woodworking for the Educationally Disadvantaged	1,700.97
	Employment of a Social Worker	6,106.00
Mooers	Operation RAMP (Reading, Art, Music, Physical Education)	57,082.00
Mount Upton	Special Remedial Help in Arithmetic and Reading	5,755.00
Mount Vernon	Work-Study Project for Potential Drop-outs	39,835.00
Newburgh	Coordination of Student, Parent and Teacher Efforts	8,537.00
Newfield	Improvement of Educationally Deprived Children of Elementary and Junior High School Age Through Remediation and Enrichment in Reading, Library and Science	18,025.00
New Rochelle	A Summer Curriculum Laboratory to Develop Instructional Materials and Techniques for Use in Teaching Educationally Retarded Pupils	15,000.00
New York City	Expansion of the More Effective Schools Program (Elementary)	7,741,987.00
	School-University Teacher-Education	134,315.00
	The College Discovery and Development Program	185,732.00
	Volunteer 'Mother' Program (Teacher Aides)	2,961.00
Niagara Falls	Ornamental Horticulture	19,240.00
North Colonie	Improvement of Reading and Reading Readiness Skills	50,590.42
North Syracuse	Not More of the Same (Multi-Phase Comprehensive)	77,950.00
Olean	Extended Lunch Service	32,002.33

Districts Represented	Project Title	Estimated Cost
Oswego	Pupil Personnel Services Program	60,997.00
Owen D. Young	A Pre-School Project	6,730.00
Red Hook	A Summer Library Center	2,709.00
Rochester	A Mobile Art Gallery Bringing Original Works of Art to School Children	47,673.00
	Intercultural Understanding Through Pupil Transfer	105,624.00
	Project--Aspiration (Typing Classes in the Elementary Grades)	22,114.00
Roscoe	Summer Recreational Program for the Dis-Advantaged Student	6,480.00
Saranac Lake	Emphasis-Curriculum Improvement and Expansion in Reading and Related Areas	45,769.00
Schenectady	An Extended Instrumental Music Program	23,963.25
Scotia-Glenville	Summer School for Educationally Deprived Children in Grades K-8	39,745.00
Sidney	Youth Counseling Program	20,921.00
Spring Valley	Pre-School Program for Culturally Different and for Educationally Deprived Younger Children	17,276.00
Syracuse	A Continuing Education Program for School-Age Girls During Their Pre-Natal Period	81,068.00
Tioga County	A Cooperative In-Service Program and Summer Workshop in the Social Studies	9,404.00
Troy	Art Culture	60,433.30
Vernon-Verona-Sherrill	A New Approach to an Old Problem (Reading)	36,663.00
Washington County	Remedial Assistance to Students with Specific Learning Disabilities (Joint)	18,939.00
Waterloo	Teacher Aide Program	9,049.00
Watertown	A K-12 Developmental Reading Program	189,000.44
Watervliet	Operation Bootstrap (Multi-Phase Comprehensive)	29,797.00

Districts Represented	Project Title	Estimated Cost
Wayne	Basic Instruction and Personnel Service	25,499.00
West Canada Valley	Remedial Reading Program to Improve Reading Ability	26,711.00
Westfield	A Program to Decrease Drop-outs (Work-study)	7,285.00
Wilson	Corrective and Remedial Summer Elementary Program (Multi-Phase Comprehensive)	17,229.06
Windham-Ashland	Improvement of the Reading Skills of Educationally Disadvantaged Students and Curriculum Development to Meet Needs of These Students (1-6)	17,515.00
Yonkers	Work-Study Program for Students of Academic Secondary Schools	60,000.00
P.L. 89-313		
The Cleary School	Cleary Testing and Counseling Project (Handicapped)	11,610.00
Human Resources School	Extension of the School Year to Include a Seven-Weeks' Program for Severely Physically-Handicapped Children (Handicapped)	28,634.00
Lexington School for the Deaf	Improvement of Communications Arts at the Lexington School (Handicapped)	67,210.00
Mill Neck Manor	Identification, Development and Evaluation of Oral Communications Skills for Pre-School Children with Hearing Problems	39,123.00
Saint Mary's School for the Deaf	Development of an Instructional Media Center for the Deaf	48,037.00